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ABSTRACT

A project was undertaken (1) to develop and implement a program at the elementary school level (K-6) that would increase the career awareness of students and (2) to improve the guidance and counseling services at all grade levels. To achieve the goals, the following strategy was developed: develop a curriculum for a career awareness program in three selected pilot elementary schools which enrolled 1,374 students and fifty teachers, conduct inservice training for the teachers to enable them to implement the program, and establish a career guidance committee to develop a career guidance component for all grades. The project resulted in the successful implementation of the career awareness program at the elementary school level, the provision of inservice training to the teachers, the establishment of a career center to provide support to staff and students, and the development of two products, Course of Study and Curriculum Guide. (The appendix, comprising most of the report, contains the Course of Study and Curriculum Guide. The course of study includes separate career awareness units for K-6, Educable Mentally Retarded (EMR), Art, Music, and Special Education (Grades 7, 8, and 9). The Curriculum Guide consists of supplementary teaching materials and lesson plans for use with sixty-eight career awareness films on different occupations. (EM)

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FINAL REPORT

Project No. V361009L
Grant No. OEG-0-73-2915

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Research and Development Project
in Career Education

ELKO COUNTY SCHOOL DISTRICT
CAREER AWARENESS PROJECT

Conducted under
Part C of Public Law 90-576

Roy Smith, Project Director
Elko County School District
Elko, Nevada 89801

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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March 1975

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Roy Smith, Project Director
Elko County School District
Elko, Nevada 89801

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SUMMARY

Time Period: 5/1/73 to 1/31/75

Goals and Objectives:

- 1.0 Project Goals
 - 1.1 Arouse the child's curiosity in regard to the working world.
 - 1.2 Encourage wholesome attitudes toward all types of work.
 - 1.3 Enlarge the child's occupational horizon.
 - 1.4 Answer the child's many questions concerning the occupations.
 - 1.5 Introduce and begin developing basic concepts through meaningful activities.
 - 1.6 Increase the student's awareness of the many occupations found in our society.
 - 1.7 Investigate some occupations at a greater depth (education, duties, and working conditions).
 - 1.8 Develop positive attitudes toward one's self, other people, and work.
 - 1.9 Help students understand the interdependency of workers within our society.
 - 1.10 Show children the part school plays in the preparation for life.
 - 1.11 Improve the guidance and counseling services at all grade levels.
- 2.0 Elementary School Component Goal
 - 2.1 To implement an Elementary Career Awareness Program on a county-wide basis by school year 1974-75.
- 3.0 Elementary School Objectives
 - 3.1 To develop and implement a pilot program in career awareness in the three elementary schools in Elko.
 - 3.2 To expand the pilot career awareness program to a county-wide level in school year 1974-75.
- 4.0 Guidance and Counseling Component
 - 4.1 Establish a strong guidance component.
 - 4.2 Purchase appropriate career and career awareness guidance and counseling materials.

Procedure:

Based on the identified goals and objectives, district personnel were identified and a detailed plan to achieve these goals and objectives as developed. The plan presented three major thrusts: one toward staff development by means of workshops, seminars, and other in-service programs; another toward resource material identification; and a third for development of suitable curriculum materials.

Results - Accomplishments:

The project set forth 11 major goals with concomitant goals for the elementary school component and the counseling and guidance component. The activities addressed all of the goals.

The project proposal stated two specific objectives. Both objectives were achieved.

At the conclusion of the project, the following accomplishments have resulted and are attributable to the project's efforts:

- The Elko County Elementary Career Awareness Program is in all elementary schools.
- The elementary teachers in these schools have received in-service training to assist in the program implementation.
- A complete curriculum guide for the Elementary Career Awareness Program has been printed and distributed.
- Assistance and supervision was provided to district schools during the program implementation and start-up.
- A Career Center was established to provide support to staff and students. This relates to the counseling and guidance component.

Evaluation:

Third party evaluation was conducted by the staff of the Career and Vocational Education Center of the University of Nevada, Reno. On-site visits were conducted and reports submitted. Verbal reports were also given by the evaluators at various stages of the project.

While the project's effective start-up was delayed due to last minute changes in personnel, this was handled in an expeditious manner by the administration. The granting of the time extension for project completion allowed the elementary component to become firmly established in all elementary schools.

The evaluators reported nearly complete and total acceptance of the concepts of the project by the staff and administration of the Elko County School District.

Conclusions and Recommendations:

The concept of career awareness has been firmly established at the elementary level in the Elko County School District. The curriculum guides have been developed and are available for teachers' and administrators' use. The important recommendation is that a systematic follow-up be developed and implemented to insure that the pupils receive the benefits. In-service training of teachers on a periodic basis is recommended. Concomitant with teacher training is the development of an expanded career exploration program to follow the career awareness program.

FINAL REPORT

The conceptualization of a career awareness program (K-6) began in early 1971. The administration faced many problems: the remoteness of the District from population centers; the lack of a wide variety of trade and industry which could be used as resources; and finally the geographic size of the District which was larger than some states. These were problems unique to Elko. The lack of developed "software" was a common problem to any effort toward implementing a career awareness program in any school.

The District proceeded to write the project asking for assistance to research the possibility of developing a career awareness program for this unique district and, if possible, implement the developed program.

The concept was approved and the project was planned to start on January 1, 1973. However, the funding was not approved until later and the project could not start until May 1, 1973. This delay was utilized by the District to its advantage. Extensive research was done on the newly-emerging software relating to career awareness. The Vocational Education Professions Development Act assisted in exploratory efforts.

Two of the products of this project are presented by Appendix A and Appendix B. Appendix A is the Course of Study prepared by the District and Appendix B is the Resource and Reference Guide.

Problems

The Elko County School District is a rural district with a population of some 14,000 persons in an area covering over 17,000 square miles. Ranching, tourism, and some mining account for the county's major industries. Approximately 4,000 students are enrolled in Elko County's 17 schools (four of which are one-teacher schools). Minority groups are identified as comprising about 17 percent of the population, the largest portion of which is Native American. Few of the available career awareness programs had any relevance to Elko County youth. However, many of the basic concepts emerging would be relevant and applicable if modified and adapted to relate to the uniqueness of Elko County.

For the purposes of this project, it was decided to concentrate the major effort in three elementary schools in the City of Elko. These three schools enrolled about 1,450 pupils (K-6) and employed 50 teachers. Since many of the pupils were transported to the schools from rural areas, a true cross section of the District will be represented.

The District has been a leader in vocational education. A great deal of time and effort has been put into strengthening existing programs. These programs include: Agriculture, Business and Office, Health Occupations, Home Economics, Construction and Carpentry, Automotive, Surveying, Drafting, and Electronics, which were designed to provide job preparation in a wide variety of occupational areas as well as extensive cooperative educational opportunities. Career brochures had been developed which included program descriptions and recommended courses for occupations.

Career orientation and exploratory programs had been in operation at the junior high level. Eighth graders received hands-on experiences in basic skill training. Seventh graders received guidance orientation on careers, occupations, and high school curriculum to insure a foundation for making an intelligent career choice.

The problem was what could be done to provide a base at the elementary level on which the ongoing programs could build. At this time, the career awareness concept was beginning to emerge. The various exemplary projects were reporting their findings. The Elko County Career Awareness Program was built on the work of many other programs with the District modifying the programs to suit Elko and, in the process, making many original contributions.

Goals and Objectives

Recognizing the need to develop and implement a program at the elementary school level that would increase the career awareness of students in terms of the broad range of options open to them in the world of work, the following goals were adopted:

- Arouse the child's curiosity in regard to the working world.
- Encourage wholesome attitudes toward all types of work.
- Enlarge the child's occupational horizon.
- Answer the child's many questions concerning the occupations.
- Introduce and begin developing basic concepts through meaningful activities.
- Increase the student's awareness of the many occupations found in our society.
- Investigate some occupations at a greater depth (education, duties, and working conditions).
- Develop positive attitudes toward one's self, other people, and work.
- Help students understand the interdependency of workers within our society.
- Show children the part school plays in the preparation for life.

At the same time, a secondary goal of improving the guidance and counseling services at all grade levels was adopted.

Project Design and Procedures

To achieve the goals of the project, the following strategy was developed:

- Develop a curriculum for a career awareness program in the elementary schools.
- Conduct in-service training for the teachers to enable them to implement the program.
- Establish a career guidance committee to develop a career guidance component for all grades.

The pilot schools selected to participate in the project were the three elementary schools in the City of Elko. These schools enrolled 1,374 students and 50 teachers. No counselors were assigned to these schools. Elko County School District has no elementary counselors as such. These schools and enrollments are identified in Table 1, below.

TABLE 1 - ENROLLMENT OF PILOT SCHOOLS

School	No. of Teachers	No. of Counselors	No. of Pupils
Northside Elementary School	15	0	414
Southside Elementary School	19	0	540
Grammar School #2	16	0	420
Total	50	0	1,374

The Northside attendance area consists of many professional families. The average family income and educational level is higher than that of the other two attendance areas of the City. Southside School is located in the lower socioeconomic area of Elko. Many of the trailer courts and most of the low-income housing projects are located in this attendance area. This area also includes many broken homes, families on welfare, and most of the unemployed. Grammar School #2 is in the center of the City and strikes a medium between the other two schools as to student body makeup.

Upon receipt of funding, Mr. Royal Orser was designated as the Project Coordinator. Initial planning was undertaken to start the program during the fall of the 1973-74 school year. In-service workshops were set with members of the Washoe County School District staff to assist.

Mr. Orser was moved to the Elko Junior-Senior High School as Assistant Principal during the project's initial stages and Mr. Verl Yensen assumed the responsibilities as Coordinator.

The ongoing activities are categorized in the following manner:

On-Site Visitations: A series of visitations were made by teachers and administrators from the Elko County School District. Sites visited were located in Nevada, Oregon, and Washington. These served to acquaint the team with the activities and materials that were in actual use and to discuss techniques with other educators.

In-Service: Some 30 teachers, counselors, and administrators were enrolled in a three-credit course relating to career awareness. This served to introduce the class to literature and research done in career education as well as present ideas and techniques for program development.

Resource Materials Collection: A wide range of materials were purchased by the project for review. One important acquisition was the purchase of the career awareness films made by the Clark County School

District under a Part C Exemplary Project. Also of value was the Clark County School District Social Science Curriculum Guide (see Appendix B).

Curriculum Development: The project team developed the Course of Study presented in Appendix A. This was the major product along with the Curriculum Guide (Appendix B). Every entry was carefully reviewed in light of Elko's needs and, in many instances, field-tested or piloted by team members. Much was discarded, and much is original from the project.

Instruments of Measurement: Within the limited funding and short time span, no valid measures of student evaluation were available or could have been developed. No hard data are available relating to student progress. The program was designed to include grades K-6 and was sequential in concept. On the basis of slow but steady growth of the child toward awareness of careers and the world of work, any attempt to measure this progress would serve to distract the effort toward the basic curriculum development.

Results and Accomplishments

The two stated objectives to achieve the project's goals were:

- To develop and implement a pilot program in career awareness in the three elementary schools in Elko.
- To expand the pilot career awareness program to a county-wide level in the 1974-75 school year.

During the 1973-74 school year, the ideas and techniques of the project were field-tested in the Elko Schools. These were refined and collected in the Course of Study (Appendix A) and Curriculum Guide (Appendix B). In 1974-75 elementary teachers in the outlying schools were given in-service training in the use of the program, and every elementary pupil was involved in career awareness study and teaching. Discrete measurement does not exist to determine the degree to which the project goals were met, but by observation of teachers and administrators, reports from interested parents, business and industry, the local press and, most importantly, the interest and response of the pupils themselves, this project was extremely successful.

A Career Center was established in the Elko County High School to provide resources and support to the teachers and counselors and to students in search of career information or guidance.

Third Party Evaluation

The third party evaluation reports are presented in their entirety as Appendix C. In addition to the two formal evaluation site visits, the evaluators were in almost constant communication with the Project Director through activities of the Research and Educational Planning Center, which included the VEPDA Coordinator and the Research Coordinating Unit. In addition, the evaluator attended in-service workshops and workshops in connection with the project.

Conclusions, Implications, and Recommendations

An excellent Course of Study and Curriculum Guide have been developed by the project team. Teachers have been involved in workshops and have received in-service training to implement career awareness in the Elko County School District. Basic concepts of the work ethic have been introduced to the elementary pupils through relevant classroom and field activities. Attempts have been made to arouse the child's curiosity toward the world of work and to provide answers to any questions concerning occupations. The improved guidance efforts were directed toward improving the child's understanding of self and others.

The program is geared toward long-range effects on the child's attitude toward work and, to a certain extent, toward school by showing the part that school plays in the preparation for life and life's occupations. This program should prepare the child for the exploratory activities at adolescence, and these in turn should result in a more meaningful career preparation at the high school and post-high school level.

The Course of Study and Curriculum Guide might have use in other schools faced with problems similar to those encountered in Elko.

The Career Awareness Program, as it now exists in the Elko County School District, is a viable program having meaning for the students, staff, and community. It faces the same caveat that every innovative or exemplary educational program faces: a gradual lessening of interest on the part of those responsible for maintenance of the program. Unless the administration can provide for in-service teacher training and teacher workshops to maintain interest, the classroom activities will be bypassed in favor of other interests. Supervision must also be available to assist the teachers in implementation. Within a short time, the Course of Study and the Curriculum Guide should be reviewed and revised in light of experience. The guidance efforts in the elementary schools should continue to be of concern whether carried out by teachers or counselors. The Career Center should be maintained and its use by teachers, counselors, and students should be encouraged. Ennui must not become associated with this Career Awareness Program.

APPENDIX A
COURSE OF STUDY

FORWARD

CAREER AWARENESS - K-6

COURSE OF STUDY

This course of study is a working draft designed to aid the elementary school teacher in the implementation of an on going career awareness program in the elementary school classroom. This draft carries the invitation for suggestions for improvement that may be considered in the coming revision.

Compiled by Elko County Elementary School teachers, under the leadership and guidance of the University of Nevada, Reno, and Mr. Jim Ringer, Career Consultant, Washoe County School District, this manual should be of invaluable assistance to teachers desiring to expose their youngsters to an integrated career awareness experience.

Credits:

Dr. Ken Johns, Chairman, Elementary Education, University of Nevada, Reno

Jim Ringer, Washoe County School District

Verle C. Yensen, Grammar #2, Elko, Nevada

Mabel Harrington Southside Elementary, Elko, Nevada

Virginia Petty, Grammar #2, Elko, Nevada

Sally Callahan, Wells Combined Schools, Wells, Nevada

Peggy Raine, Southside Elementary, Elko, Nevada

Charlene Hunt, Elko Jr./Sr. High School, Elko, Nevada

Sue Smales, Northside Elementary, Elko, Nevada

Pat Pearce, Northside Elementary, Elko, Nevada

Bertie Munger, Grammar #2, Elko, Nevada

Evelyn Clark, Currie School, Currie, Nevada

Iris Scott, Southside Elementary School, Elko, Nevada

Phil Roche, Southside Elementary, Elko, Nevada

Forward
Career Awareness K-6
Course of Study (Cont.)

Credits (Cont.)

Pat Sheehan, Northside Elementary, Elko, Nevada
Lily Boyer, Northside Elementary, Elko, Nevada
Beryl Neff, Ruby Valley School, Ruby Valley, Nevada
Van Peters, Owyhee Combined Schools, Owyhee, Nevada
Marie Swett, Wells Combined Schools, Wells, Nevada
Elaine Swanson, Wells Combined Schools, Wells, Nevada
Francis Clark, Owyhee Combined Schools, Owyhee, Nevada
Margaret Johnson, Kate St. Clair Elementary, Elko, Nevada
Beth Clark, Owyhee Combined Schools, Owyhee, Nevada
Mary Ann Foster, Southside Elementary, Elko, Nevada
Ruth Nichols, Northside Elementary, Elko, Nevada
Margaret Love, Southside Elementary, Elko, Nevada
Ruth Lee, Kate St. Clair Elementary, Elko, Nevada
Nancy Mertz, Southside Elementary, Elko, Nevada
Ruby Gliko, Southside Elementary, Elko, Nevada
Mary Branscomb, Grammar #2, Elko, Nevada
Sheila Twitchell, Grammar #2, Elko, Nevada
Betty Simon, Southside Elementary, Elko, Nevada
Nancy Kelly, Grammar #2, Elko, Nevada
Mary Raduziner, Kate St. Clair Elementary, Elko, Nevada
Lorene West, Northside Elementary, Elko, Nevada
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KINDERGARTEN CAREER AWARENESS

I Self Awareness

To help the child understand the rights and responsibilities of all individuals whether at home or at school.

1. The child should be able to attend school with confidence.

- (a) Activities - Pre-school roundups preferably in the spring to acquaint the child with a typical school day. Include a booklet containing suggestions for the parent on ways they can aid the child in the transition from home to school, i.e.:

The First Big Step published by National
Schools Public Relations Association, 1201
16th St. N.W., Washington, D.C. 20036.

Happy Journey, National Education Association
1201 16th St., N.W., Washington, D.C. 20036.

Or any booklet, teacher-prepared, that is oriented
to a specific Kindergarten program.

2. The child should accept his share of responsibility for the care
and usage of materials and equipment in the classroom.

- (a) Activities - Rotational Duties
Arts and Crafts
Storybook
Snack
Music
Routine - Calendar, flag, messenger
and clean-up

- (b) Physical Education Activities - i.e.:

Simple calisthenics
Imagined nursery rhymes
Child involvement games

- (c) Filmstrips - i.e.:

Courtesy
Cooperation
Respect
Responsibility
Safety

I Self Awareness (cont.)

3. The child should be able to understand and follow simple directions.
 - (a) Activities - Begin the school year with seatwork activities that require the child to follow only one direction. As year progresses increase directions from color to cut to paste.
 - (b) Teacher-made tapes that require child to respond to simple directions.
4. The child should be able to work successfully in a group situation.
 - (a) Let child interact on a one to one basis until he can adapt to a small or large group situation.
 - (b) Musical Rhythms
 - (c) Dramatic Activities
 - (d) Story Telling
 - (e) P. E. Activities

II Career Awareness

To understand the jobs of members of the family and school personnel including other careers outside the home that are in the child's immediate surroundings.

1. The child should develop a positive attitude toward work.
 - (a) Parental visits into the classroom discussing occupations, illustrating to the child the variety of jobs available in the working world.
 - (b) Flannel-graph sets.
2. The child should display a simple curiosity toward the working world.
 - (a) Use of the '5' senses in any manner that will encourage the child to ask questions and explore his environment.
 1. Food experiences (producer, production).
 2. Varieties, texture and dexterity of materials (producer, production).
 3. Occupational films.

II Career Awareness (cont.)

3. The child should know the jobs of home members and school personnel.

- (a) Scrapbooks - i.e. mothers at work, dads at work, school personnel at work. (Including children at work).
- (b) Role playing games - I.E. home, school personalities.
- (c) Educational film strips.
- (d) Magnetic boards.

III Decision Making

Help the child become aware of the cause and effect of all his decisions.

1. The child should be able to make simple decisions and accept the outcome.

- (a) Child selects activity he wants to be involved with in free choice time and is encouraged to be consistent towards completion. (i.e.) Puzzles, stringing beads, parquetry collage, building blocks, patterns, modeling, domestic area.

2. The child should be able to accept reasonable limitations.

- (a) Rules are limited to meet the need of safety and respect, but not so inclusive that they are frustrating to the child.
- (b) Child should be allowed to make decisions through choices for his own growth and development. (i.e.) buttoning, unbuttoning, zippering and unzipping clothes, tying shoes.
- (c) Curiosity to experimentation by the child with limited instruction by teacher, i.e. cooked and uncooked macaroni, magnets, clay, "feel-ly bag", and a "think box".
- (d) The teacher and parents should assure the child that they have confidence in the ability of the child so he may build a good self-image. (i.e.) Motivation, stimulation and encouragement.

3. The child is able to adhere to a task until it is finished.

- (a) Tasks should be geared to the child's level of ability. (i.e.) Seatwork, arts and crafts, coordination development.

III Decision Making (cont.)

- (b) Bulletin board displays. (ie.) Displays of accomplished work.
- (c) Opportunities for self and class evaluation of a task well done.

KINDERGARTEN

SUGGESTED EVALUATIVE TECHNIQUES

1. Teacher observations, parental comments, children's verbal communications.
2. Accumulative log including comments made by the children during activities that indicate attitude changes toward themselves or the working world.
3. Experience charts on parental visits or resource speakers.
4. Illustrations by children identifying occupations.
5. Children have the ability to correlate workers with jobs on flannel-graphs.

LOCAL RESOURCES

1. Parental visits on occupations.
2. Resource speakers:
 - Smokey Bear - Forest Service
 - Policeman
 - Fire Chief
 - Zoological Speakers
 - Store Managers
 - Construction Technicians
 - Food Specialists

FIRST GRADE CAREER AWARENESS

I. Self Awareness

Know the importance of self as an individual and as a worthy member of groups.

1. The child takes his turn as a helper in the room.
 - (a) Helper chart, pledge leader, calendar, milk messenger, room helper.
 - (b) Special recognition for the best helper of the day. (Such as a badge saying "Best Helper of the Day".)
 - (c) Bulletin Boards - hands of students on bulletin board or all around the room with words, "It Takes Many Hands to Keep our Room in Order".
2. The child takes the responsibility to see that his work is completed.
 - (a) Personal file folder of daily work.
 - (b) Special activities for students who complete their work - puzzles, drawing, quiet word games, writing stories, library, chess, checkers.
3. The child can tell why it is important to him and the class that he attend school daily.
 - (a) Make up work missed.
 - (b) Surprise activities - film, art project, treat, play, speaker.
 - (c) Welcome back activities - song welcome back, stories, pictures, special recognition from teacher. Chance to tell of experiences child had while gone.

SUGGESTED EVALUATION TECHNIQUES

I Self Awareness

1. Child can name three jobs he does in school.
2. Teacher log book of daily work which indicates child has fulfilled his responsibility.

I Self Awareness (cont.)

3-a Child can name three activities he missed when he was absent.

3-b Child can name two things that made him feel that the class missed him.

II Career Awareness

Continue understanding of working world and other careers in child's immediate surroundings.

1. Child can tell importance of his parents work to his family.

(a) Child pantomimes what work father or mother does.

(b) Puppet show of family activity.

(c) Role play.

(d) Parents talk to class about their occupations.

(e) Booklets - cut pictures from magazines showing different workers.

2. Child can name five workers that affect his life.

(a) Field trips (i.e.) cafeteria, office, another school.

(b) Chart stories of school personnel.

(c) Tape recordings (i.e.) secretary sounds, janitors.

(d) Booklets of workers.

(e) Bulletin Boards.

1. Display pictures of people who effect their lives.

2. Display tools of workers.

(f) Film Strips.

(g) Library books.

FIRST GRADE

SUGGESTED EVALUATION TECHNIQUES

II Career Awareness

- 1-a Child can name five needs his father's work provides for him.
- 1-b Child can name three physical needs his mother's work fulfills for his family.
- 2. Refer to objective as listed.

III Decision Making

Be aware of the consequences of his decision making.

- 1. The child can tell of one decision he made before school.
 - (a) Discussion - The teacher and student can discuss different decisions the child made at home.
 - (b) Weather Wheel - A chart the children change every day to show the weather to help them determine what to wear to school.
 - (c) Health - The child chooses what to eat before he comes to school and what to wear to school.
 - (d) Homework - Did he study his homework before school or was it left until the last minute?
 - (e) Time Telling - The child should determine how long it will take him to get to school. A math lesson could be given on time telling.
- 2. The child can tell of three decisions he makes at school.
 - (a) Art project (i.e.) choose colors and media for the special project.
 - (b) Song - The child can make the choice for the morning song.
 - (c) Free time activity for the entire class.
 - 1. Choosing a game to play.
 - 2. Choosing sides if they are needed.
 - 3. Choosing a record for the class.
 - 4. Choosing bean bags, yarn balls, blocks, or deck rings to play with.
 - 5. Choosing library books.

(7)

FIRST GRADE

SUGGESTED EVALUATION TECHNIQUES

III Decision Making.

1. Refer to objective as listed.
2. Refer to objective as listed.

IV Appreciation and Attitudes

Learn to appreciate all the individual workers in the school setting.

1. Child can tell some of the duties of school workers.
 - (a) Draw pictures of school workers at work doing the things to help students, (i.e.) teachers and their duties, nurse activities, secretary sending out notices, letters, messages, etc.
 - (b) Chart stories to match drawings.
 - (c) Personal talks to the class by school workers.
 - (d) "This is Your Life" program - Invite certain school workers to class. Dramatize a day in his/her life. Have gifts etc. to let them know we care.
 - (e) Bring in occupational tools of school workers.
2. Child can tell why the school needs the workers.
 - (a) List school workers jobs.
 - (b) "If" consequence list which describes what happens if worker does not perform his job. (i.e.) No custodial help for three days; no milk delivery; no books ordered, etc.
 - (c) Dramatize the consequences taken from this list.

FIRST GRADE

SUGGESTED EVALUATION TECHNIQUES

IV Appreciation and Attitudes

- 1-a Child can illustrate five duties performed by school workers.
- 1-b Child can match three workers and three worker's tools.
2. Child can tell the results of being without one school helper for one day.

RESOURCE MATERIAL

Speakers

Parents and guardians.
School personnel.

Field Trips

Outside own building:

School Cafeteria
Other Schools
County Library

At own building:

Principal's Office
Secretary's Office
Nurses's Office
Custodian's Supply Room
School Work Room
Demonstration of Machines Used.

SECOND GRADE CAREER AWARENESS

I Self Awareness

To help the child understand that individual capabilities and limitations effect his performances

1. The child will recognize his own assets by listing five things he thinks he does well. (Sports, academics, home life)
 - (a) Discuss all kinds of sports. Each child acts out a sport he feels he does well, while others try to guess what sport it is.
 - (b) Make tape recordings of children describing themselves and have other children guess who they are.
 - (c) Have children draw pictures of something helpful they do at home.
 - (d) The children can list five habits that they have that make them good students.
 - (e) Class discussions on personal abilities.

Evaluation: Once objective #1 has been fulfilled, it has been met.

2. The child will demonstrate awareness of his limitations by listing five things he thinks he does not do as well as he would like to.
 - (a) The children will act out mini-plays in which each group will do something wrong, and the remainder of the class will point out the mistake.
 - (b) Filmstrips and/or films on good manners.
 - (c) Puppet plays in which a puppet or several puppets act out bad behavior. Then have short class discussion on how to improve the bad habit. Follow up with puppets re-acting play in an improved form.

Evaluation: Once objective #2 has been fulfilled, it has been met.

3. The child will demonstrate his awareness of good personal appearance and health habits by showing improvement on a daily check list.

I Self Awareness (Cont.)

- (a) Design bulletin board illustrating good personal appearance and health habits.
- (b) Have nurse come in for a visit to discuss first aid supplies, eye charts, and audiometer.
- (c) Discussion explaining directions for recording health habits on the checklist.
- (d) Discuss change for the better on checklist.

Evaluation: Once objective #3 has been fulfilled, it has been met.

II Career Awareness

To help the child gain knowledge of jobs necessary to maintain the community and their dependency on each other and their cooperation with each other.

1. The child will be able to draw a picture of our different kinds of workers.
 - (a) "Who is here?" - a picture of a worker is hidden under a box. One child peeks under the box to see "who is here". This child then pantomimes the worker for the rest of the class to guess the identity.
 - (b) "Who uses me?" - The teacher shows a tool of the trade and the children match tool to worker and describe the manner in which the worker uses the tool.
 - (c) At the first of the year each child draws a picture of the job he or she would most like to be doing. (Repeat again at end of year and compare two.) (*Teacher keeps first drawings on file.)
 - (d) Children will cut pictures out of magazines to make a classroom "Book of Workers".
 - (e) Each child will interview one person (that he knows) about that person's job. Important questions to ask:
 1. What is the name of your job?
 2. Where do you work (indoors, outdoors)?
 3. What do you do at your job?
 4. What activities in your job do you enjoy most?

Evaluation: Once objective #1 has been fulfilled, it has been met.

II Career Awareness (Cont.)

2. The child will draw and explain his parents' jobs and what they do at their jobs.

- (a) List jobs of parents on board. Enter jobs in the classroom "Book of Workers". Put workers in job clusters and then have children describe these jobs. Write descriptions on board and have children copy it in their own "Book of Workers".
- (b) Parents will come in as guest speakers to talk about their jobs.
- (c) Role play the jobs.

Evaluation: Once objective #2 has been fulfilled it has been met.

3. The child will list seven people that he depends on.

- (a) Children will develop experience charts listing needs they have to have during a day (food, clothing, etc.)
- (b) Children will cut out newspaper and yellow page ads, categorize, list them, and enter the different occupations in their "Book of Workers".
- (c) Different neighborhood workers (mailman, grocer, sanitation engineer, fireman, policeman, newspaper, etc.) will visit the class and explain their jobs.
- (d) Have classroom discussion in which children pretend they are different workers. Then they must list people that depend upon this workers' job.

Evaluation: Once objective #3 has been fulfilled, it has been met.

4. The child will list four kinds of workers that the school depends on.

- (a) The children draw pictures of four school workers and enter them into the "Book of Workers".
- (b) Children will role play what a school would be like without some of its workers.

Evaluation: Once objective #4 has been fulfilled, it has been met.

II Career Awareness (Cont.)

5. The child will illustrate three types of workers that stores depend on.
 - (a) The children will illustrate on the blackboard the process of getting cereal from the field to their table (grain cutting, processing, boxing, etc.). Repeat with other products.
 - (b) The class will discuss different workers inside a store and their jobs. They will also discuss what kind of preparation each one needs for each job.
 - (c) Children will draw pictures of people who the stores depend on. (Workers outside of immediate store)

Evaluation: Once objective #5 has been fulfilled, it has been met.

III Decision Making

To help the child understand that decisions are made by the child, the family, the school and the neighborhood.

1. The child will write down seven decisions he has made during the day.
 - (a) The teacher will write the various decisions on an experience chart as the children dictate them to her.
 - (b) The teacher will assign different classroom chores or privileges to the children. They must decide between two alternatives the teacher presents,
 - (c) The teacher orally presents different "if" - "then" situations to groups of children and they must come to a conclusion.

Evaluation: Once objective #1 has been fulfilled, it has been met.

2. The child will list two decisions that each family member has to make.
 - (a) The children will make a "collage" of different things a family can do together. Then discuss each collage in class to decide what decisions were necessary to make the family activity successful. (picnic, birthday party, etc.)

III Decision Making (Cont.)

- (b) "Play-house" in the classroom with a father, mother, and two/three children. Each child will role play his part. The play will be a time period of 7:00 A.M. to noon. Each child will act out the decisions made by each character.
- (c) The teacher will observe each child during the day and write down decisions they had to make. The children will be made aware of decisions that they made that they didn't even realize they made.

Evaluation: Once objective #2 has been fulfilled, it has been met.

- 3. The child will list ten rules that the school decided to enforce.

- (a) The class will discuss the different rules the school enforces and why the rules are important.
- (b) The class will watch a film concerning safety in school and on the streets.
- (c) The children will compose a chart listing ways they can make the school safer. Make it a "do" chart, not a "don't" chart.
- (d) Discuss how the school may have decided upon the rules it has chosen.
- (e) Make different "traffic" signs that would have to be posted in the school if children couldn't remember the rules.

Evaluation: Once objective #4 has been fulfilled, it has been met.

IV Appreciation and Attitudes

To help the child learn to appreciate family members, and workers in the school and neighborhood. (Emphasize objective #2.)

- 1. The class will review five school workers that he should appreciate.
 - (a) Draw a picture of the school if there were no janitors.
 - (b) Discuss what your classroom would be like with no teacher.

IV Appreciation and Attitudes (Cont.)

- (c) Give each group of children a topic to discuss and report to the class. The topics are like this: "If I were a school secretary I would -- If I were".
- (d) Teacher presents a question-answer period. "Who would answer the phone. . . " or "Would it be warm in the school if we had no janitors?"

Evaluation: Once objective #1 has been fulfilled, it has been met.

- 2. Each child will write an imaginary thank you note to a neighborhood worker telling him why he appreciates him.
 - (a) List on a chart together as a class what traffic would be like with no controls.
 - (b) Draw a picture of your face about how you would feel if your home never got mail.
 - (c) Draw a picture of your refrigerator if there were no store workers.

Evaluation: Once objective #1 has been fulfilled, it has been met.

- 3. List six ways the members in your family appreciate each other.
 - (a) Each child will make a short booklet of pictures that illustrate why his family appreciates him.
 - (b) Discuss how parents are appreciated in a home.
 - (c) Write a thank you note home telling parents why they appreciate them.
 - (d) Make a short list of "Happiness at home is. . .".
 - (e) Discuss in the class the chores and duties you would have if you lived alone.

Evaluation: Once objective #3 has been fulfilled, it has been met.

Further Evaluation: As you noticed, each performance objective has an evaluation included. These are observable evaluations that can be recorded. A more abstract evaluation that can also be employed is simply teacher observation. Both techniques can be

Further Evaluation - (Cont.)

used, but teacher observation alone is not suggested. Once the performance objectives have been fulfilled, the teacher can be confident the child has approximated the main goals.

Resources

Suggested Field Trips:

1. Fire Department
2. Local Grocery Store
3. Museum
4. Library

Suggested guest speakers:

1. Mailman
2. Fireman
3. Policeman
4. Newspaper boy
5. Babysitter
6. Children who do yardwork

* Special Monthly Activity: Pick a worker of the month and study that worker's job. (October, Fireman; December, Mailman)

THIRD GRADE CAREER AWARENESS

I. Self Awareness

To help child recognize self capabilities and individual potential in the home, school and community.

1. Home -- Given a list of 25 duties which may be performed at home, child can select two duties he performs and tell the importance of that duty to his family.
 - (a) Child draws a picture of himself performing a job at home. Class discusses each picture and the importance of that job to that family.
 - (b) Play a "What If" game. Have two teams. One team names a duty performed at home. The other team speculates what would happen if that job were never performed (Ex: no one empties the trash). After two duties alternate team's part in game.
 - (c) Class views filmstrip with record on self-awareness (see resources). Class discusses filmstrip in relation to self.
2. School -- Class completes basic assignments and classroom duties
 - (a) Assign each child in the class a duty to be fulfilled daily, weekly, or however often. Child is responsible to see that that duty is done.
 - (b) Have a classroom discussion on why we should try to do our work and how we all benefit.
 - (c) Have children write a short story and draw a picture of what the school would be like if one of the school personnel did not perform his duty (custodian, bus driver, etc.)

Evaluation: Teacher Observation

Student checklist made by class and completed by each individual rating quality of his performance.
Wall chart of assignments checked by individuals as assignments are completed.

3. Child can conclude an activity with others.

- (a) Partners -- With one other class member, groups of two put on a performance. It may be a puppet show, role playing, etc.
- (b) Partners -- Two children work together to make a mural.

Evaluation: Teacher observation of readiness for work in larger groups.

I Self Awareness - (Cont.)

- (c) Groups -- Do a choral reading exercise such as "Custer The Dragon". On cue, children read their part.
 - (d) Groups -- Do a "round" song such as Frere Jacques.
4. School -- Child cleans up after activities.
- (a) Give each child a turn as room monitor responsible for desks being straight, books orderly, etc.
 - (b) Have a class discussion on why it pays to be neat.
 - (c) Take class to storeroom. Show them how all the books are kept together and orderly. Emphasize how keeping the books orderly facilitates finding them.

Evaluation: Have a weekly contest on being neat. Winner wins a prize and helps select future winners.

5. Community -- Child is responsible for library materials he selects.
- (a) Assign each child in the class something he is responsible for - playground ball, erasers, work-book, etc.
 - (b) Child returns school library books on time.
 - (c) Child returns public library materials after designated research assignments.

Evaluation: Child returns materials on time and in good condition.

6. Community -- Child assists in keeping surroundings litter free.
- (a) Have a litter-prevention poster contest.
 - (b) Child picks up litter around his desk.
 - (c) Child has duty to assist janitor in cleaning up eye-sores around school.

Evaluation: Have a "Litter Walk" around the schoolgrounds.
Teacher Observation.

Overall Evaluation: Form committees to solve problems relating to home, school, or community. Group presentations listing their conclusions are presented by the groups.
Teacher Observation.

II Career Awareness

To develop awareness of the variety of job tasks and their relationship to goods and services to satisfy basic needs within the community and metropolitan areas.

1. Child can select eight community helpers and list three duties of each.
 - (a) Invite various community helpers to the classroom, or visit them at their jobs. Have the helper explain his various duties.
 - (b) Play a game of "Who Does This?". Divide the class into two teams. On the board list one duty of a community helper. The first team to answer with the correct helper wins the point. First team with 15 points wins the game.
 - (c) Discuss the need for multiple duties of each community worker. Play a "What If?" game. (Example: What if the policeman did nothing but give tickets?) First team to win 10 points wins the game.
 - (d) Make puzzles, and on one part draw the community helper and on the other piece draw pictures of some of his duties with the duty written below each picture. Have students assemble puzzles. When completed the puzzles will have the helper and next to him the duties he performs.
 - (e) Play Charades. The child performs a duty of a community helper and the children try to identify the helper.

Evaluation: One objective #1 has been fulfilled, it has been met.

2. Given a list of eight occupations, child can list for each one three workers from other fields dependent upon each occupation. Child questions the interrelationships of one job to another.
 - (a) Make a giant jigsaw puzzle on butcher. Give each child a piece of the puzzle to decorate with such things as the worker and the tools he used in his trade. Assemble the puzzle with the help of the entire class. Discuss how workers on interlocking puzzle pieces can be correlated.
 - (b) Begin a discussion of our basic daily needs and chart where these various needs originate (such as the clothes we wear).

II Career Awareness (Cont.)

- (c) Have the children design a bulletin board showing the development of a goods or service from beginning to end. Topics may include the Story of Bread or How The Mail Moves.
- (d) Play a game of "Who Helps Me?" Divide the class into two teams. One team names the job they perform while the other team names workers from other fields who help him. Points are given for each correct response. First team to score 30 points wins the game.
- (e) Play a game of goods and services. One team suggests an occupation. The other team lists whether that person in his occupation produces a goods or service. Alternate turns on listing occupation or naming goods and services. First team obtaining 20 points wins the game.

Evaluation: One objective #2 has been fulfilled, it has been met.

III Decision Making

Introduce scientific method of making decisions, both personal and classroom related.

1. Child can justify his selection of one of two library books.
 - (a) Design a class voting list. Present issues daily and have the class vote on how they personally feel. Issues may be related to school, national issues, or trivia. When children become competent have individuals design voting lists to present to the class.
 - (b) Role playing. Children act out a role of a person performing an act. Class decides if person enacted was correct in the decision he made.
 - (c) Pretend you are on a spaceship that must be abandoned. Decide what three things you would take with you and justify your decision.

Evaluation: Once objective #1 has been fulfilled, it has been met.

2. Child participates in classroom decisions on rules and issues.
 - (a) Have class design rules for the class. Establish a Class Court to enforce rules and punish offenders. Periodically alternate members of the Class Court.

III Decision Making (Cont.)

- (b) Give each child the opportunity to select a classroom activity to be performed by the entire group. (Example: child selects P.E. game to play, who will be team captains, etc.)
- (c) Allow children to form their own groups to perform a puppet show or other group activity. Children must work in these groups for the entirety of the activity.
- (d) When discussing an issue at hand, form a large circle and systematically call on each child to voice his opinion.

Evaluation: Teacher Observation.

IV Appreciation and Attitudes

Develop an appreciation that school is the basis for future careers and the necessity for individuals to cooperate with one another.

1. Given a checklist, child can select fifteen occupations in which reading is mandatory.
 - (a) Children play a game in which there are two teams. One team suggests occupations in which education isn't necessary. The other team suggests what skills learned in school are necessary for that job. Alternate teams duties. First team to win ten points is the winner.
 - (b) Have parents representing a variety of careers speak to the class about how school prepared them for their career.
 - (c) Have a discussion on why we go to school. List all reasons suggested for attending school.

Evaluation: Once objective #1 has been fulfilled, it has been met.

2. Given a list of four rules relating to each area (home, school, community) child can list two reasons why each rule exists.
 - (a) Child draws a picture of himself following a rule conscientiously.
 - (b) Have a classroom discussion on the importance of following rules.
 - (c) Pretend no one could read. Draw pictures of what the existing school rules in the school would be, using no words.

IV Appreciation and Attitudes (Cont.)

- (d) Have each child make up the rules for a new game.
- (e) Have children act out a rule and then have classroom discussion explaining the necessity for that rule.

Evaluation: Once objective #2 has been fulfilled, it has been met.

Resources

Filmstrips - Learning What Giving is all About.
Learning to be your Best Self.
Learning About Listening.

School Personnel - Nurse
Secretary
Janitor
Cooks

Libraries - For choral reading selections, "round" songs.

Earth Patrol Xerox publications.

Johnny Horizon materials (from BLM)

U. S. Forest Service

Field Trips and Classroom speakers -

Police Station
Newspaper
School personnel
Ranches
Industry (jerky factory)
Post Office
Parents

FOURTH GRADE CAREER AWARENESS

I Self Awareness

Goal - Develop an awareness of individual skills and interests as related to the world of work.

Performance Objective - The student should be able to describe one of his academic interests and explain where it might apply in the world of work.

Activities:

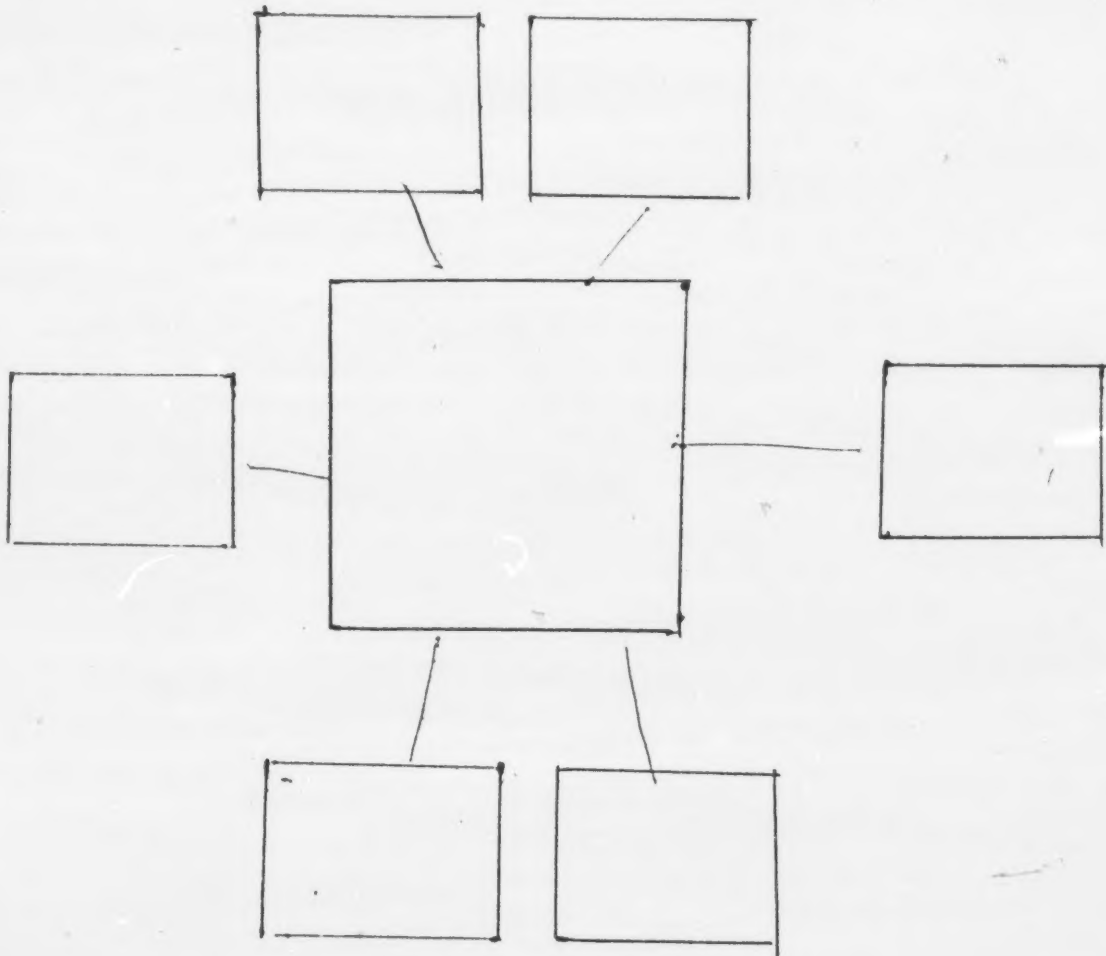
1. The students will write a brief composition on "My Favorite School Subject". Each student chooses an occupation which would use his academic interest, and in some way display the occupation and composition together on the bulletin board (as a picture, caption, cartoon, etc.).
2. The student will make a diagram or chart showing his favorite school subject and the names of jobs in which his interest would be helpful. See the following page for a sample diagram.
3. The student could construct a "job tree" to display in the classroom. The roots would be labeled as an academic subject, the trunk as a job family, and the branches as individual occupations which utilize this subject.
4. The child will pantomime a particular job for the class. After the class has guessed what the job is, each student will list it on a worksheet and check whether his academic interests would or would not be applied in this job.
5. The class could compose a list of familiar occupations. The student will eliminate ten occupations which do not interest him now according to the subjects he enjoys in school.
6. After a field trip, the student can write about which one of the jobs he observed looked best for him according to his academic interests.
7. Invite a speaker from the Employment Office or the personnel manager of a local business to the classroom. Each student could ask at least one question to find out which occupations use math, science, etc.

I Self Awareness (Cont.)

What is your favorite school subject?

In the big square in the center of this page, write the name of your favorite subject in school. In the little boxes, put the names of jobs in which your interest would be helpful.

You might want to draw sets of squares and boxes like these for some of your other interests and hobbies.



I Self Awareness (cont.)

Performance Objective - The student should be able to list his individual skills and find at least three occupations where they are applicable.

Activities:

1. Dramatize the following situations:

- (a) A man goes into a department store to buy shoes. No one can talk during the transaction. What problems will he encounter?
- (b) A waitress takes orders for food from four people at a table. She can't write. What problems will she have?
- (c) A man needs a job. He can't read. What problems will he encounter?
- (d) A TV newscaster does not know how to speak well. What problems will he have?

2. Each child could write a short story or poem about how he was successful during the week in his job of learning. A second paragraph or stanza could be written to explain how this "success" would apply in one area of the world of work.

3. Each student could interview someone in the community who seems "successful" to him. The student must find out what skills were important to this worker in school, and what skills are important to him now.

4. The student can make a profile of three workers naming their particular skills. The student can then make a profile of himself as a student, showing where his skills are strong and weak. The following checklist could be used to profile different workers:

- (a) Name of occupation _____
- (b) Worker uses hands _____
- (c) Worker uses eyes _____
- (d) Worker works with people _____
- (e) Worker works with ideas _____
- (f) Worker works with things _____
- (g) Worker works outside _____
- (h) Worker works inside _____
- (i) Is his work dangerous _____
- (j) Does he use tools or equipment _____
- (k) Would you like this job as a worker _____

I Self Awareness (Cont.)

5. Each student will fill out an application form to apply for a job in the classroom. He must also include a composition telling about himself.
6. Each student will participate in a group to make a bulletin board showing how individual skills can be improved or neglected. Example: Show a student working in a "do" or "don't" way. Topics could be listening, handwriting, following directions, etc.
7. Each student will write directions for performing some task within the school environment. Another child will attempt to perform the task using the directions. Each child must evaluate himself by answering the following questions:
How well did I follow the directions?
At work, why might I need to follow directions?

Performance Objective - A student should be able to give two examples of how his hobby or leisure time activities could lead to a career.

Activities:

1. Have children display two or more hobbies or leisure time activities. The student will describe the activity and relate how his hobby or leisure time activity might lead to a particular occupation. (Children should be encouraged to consult reference books before reporting occupations associated with a given hobby.)
2. Many children spend leisure time watching TV. Choose a popular show and list all the occupations seen on the show. Make it a game by giving the class a TV character's name and have the class guess the occupation.
3. The student could make a scrapbook about his hobby. The scrapbook should include pictures and information about five workers who use this hobby in their work.
4. The student should choose an avocation and work on it in school during his free time. The teacher and other students can help him discover occupations which are related to his hobby through reference materials.
5. Invite parents with special hobbies to the classroom. Ask the parents to demonstrate the hobby to the class and explain what workers might also have this hobby. The students will ask questions concerning other workers associated with this hobby.

I Self Awareness (Cont.)

Evaluation:

1. Name and describe an academic interest.
2. Explain where it, academic interest, would apply in the world of work.
3. List three individual skills and name three occupations where they are applicable.

Example:

Skills	Occupations
(a) _____	(a) _____
(b) _____	(b) _____
(c) _____	(c) _____

4. Describe a favorite hobby or leisure time activity.
5. Give two examples of how a favorite hobby or leisure time activity can lead to a career.

II Career Awareness

Goal - To relate the mastery of educational skills to career opportunities.

Performance Objective - A child should be able to give specific ways in which a worker might have to use each of the following things he learned in school as: (reading, writing, mathematics, playing on a team, and finishing assignments).

Activities:

1. Students think up and write slogans emphasizing educational skills. Examples:
 - (a) "If it's space you want to view...
Don't let arithmetic ground you."
 - (b) "Because the waitress couldn't add the bill...
She was fired and sent over the hill."
2. Set up mock occupation situations in the classroom. Students role-play the various occupations to perform the duties of a particular occupation. The students note and list various educational skills (such as reading, writing, arithmetic, spelling, etc.) required to successfully perform the duties

II Career Awareness (Cont.)

of the occupation.

Example: Building Supply Store

Clerk

Measuring, weighing, writing out sales and charge slips, figuring amounts, speaking to customers, etc.

3. Resource persons may be invited to the classroom. Students may question resource persons as to what educational skills are most important to the success of that particular occupation.
4. On field trips - students observe and list educational skills used by the various workers, listing them under the particular occupation.

Back in the classroom, have pupils in group situations, rank the educational skills in the order of felt importance to the success of a certain occupation. Discuss why they were ranked accordingly.

5. The student will complete a list of jobs held by people in countries being studied in social studies. The list should include how the worker uses -- reading -- writing -- math -- playing or being a part of a team -- finishing assignments.
6. Compose and send out a questionnaire to parents. Try to find out how many workers use the academic subjects learned in school. Discuss how important finishing assignments are to the workers.
7. Organize a store, bank, or a loan office. Show how reading, writing, math, and finishing assignments are used in each occupation represented.
8. Have students write a want ad, for a particular job listing the skills which are required and essential for that job.
9. Make posters using cut-out pictures from magazines showing the relationship between a certain school subject to the world of work.
10. Find out what special skills certain workers had to learn in school to do their job. For example: What special skills learned in school must a fireman have to do his job? A school secretary? A service station attendant? A school custodian? A doctor? (Use other occupations according to availability of resource people.)

II Career Awareness (Cont.)

Performance Objective - The student should be able to name five occupations which require special education and name what that education would be.

Activities:

1. The student could use the want ads from a large city newspaper to find five occupations which require special education. As a follow up, the students could research one of these occupations to find out what special education is required for that particular occupation.
2. Study the differences in hourly, weekly, monthly, and yearly wages of various jobs according to the special training each worker had before he began his work.
3. Have the students write two paragraphs to compare and contrast two occupations which require special education.
4. The students write an advertisement for TV, radio, or a newspaper which offers a vocational or special training course for people who are interested in a particular occupation requiring this education.
5. Prepare an interview to use when a resource person comes to the classroom. The interview should include three questions about the worker's job and the education he needed for it.
6. Collect trademarks from magazines and newspapers. Compile a list of 10 trademarks and then at least four jobs necessary to make a finished product.
7. Game: Various occupations which require special education are to be written on a piece of paper. One is fastened to the back of each student. At a given signal, students begin to mingle and ask three questions of each of any of the other student. The questions must be yes or no type questions, and must pertain to the kind and length of education required to prepare for the occupation. Students try to guess what occupation is on their back from the yes and no answers received from their questions. (A group discussion about each occupation may follow the game.)

Evaluation:

1. Give specific ways in which a worker might have to use each of the following things he learned in school.

II Career Awareness (Cont.)

Evaluation - (Cont.)

- (a) Reading
 - (b) Writing
 - (c) Arithmetic
 - (d) Playing on a Team
 - (e) Finishing assignments.
2. Name five occupations which require specific education and name what that education would be.

III Decision Making

Participation in and application of decision making activities as they relate to school, home, and every-day experiences.

Performance Objectives:

1. A student should be able to evaluate his skills and interests to choose a specific activity.

Activities:

1. (a) Students write a job description of a job of their interest.
- (b) The student selects a job he would like (from the job description list or the want ads) and prepares and gives an oral report including the following criteria as guide lines:
 1. Educational or skill background needed.
 2. Would I be happy doing this type of work?
 3. Location of the job as to indoor, outdoor work and transportation to the job.
2. Group Activity: In a given project, have the students assemble in small groups. Each student decides how he can best participate toward the final project. (Project example: Map making, murals, bulletin boards, etc.) Skills and Interests: Art, Printing, Research, Reporting, Editor, Proof-reader, etc.
3. Individual Activity: Each student will decide on how to present a research project or report to the class. He decides from a list of alternatives according to his interests. He evaluates his skills to decide the best method of presentation.

Examples: Book reports, science reports, etc.
Role playing, dioramas, etc.

III Decision Making (Cont.)

4. The students choose a science experiment or activity of his interests and presents it to the class.

Performance Objectives:

2. The student should be able to list five questions that would be appropriate for interviewing speakers to find out the following facts about their careers; preparation for the job, how they got the job, personality traits necessary for the job, work schedule, and rewards.

Activities:

1. Each student selects a community worker and prepares a questionnaire of five questions that would be appropriate for interviewing to find out about that particular career, preparation for the job, how they got the job, personality traits necessary for the job, work schedule, and rewards.
2. Each student will list ten questions to use for an interview. The student will then eliminate five questions and retain the best five.
3. The students will play the "Interview Game". One student begins the game by choosing a career card from a collection of cards (a career named on each card). The class members then ask "yes" and "no" questions about the occupation. The questioning student has the opportunity to make an occupation "guess" or to "Pass". The first student to correctly guess the occupation within 20 questions, becomes the next career card chooser. If the occupation is not guessed within the 20 questions, the "card holder" may choose the next contestant.

Variation: The game may be played with teams or small groups. If the occupation is guessed within the 20 questions, a point is awarded for each occupation guessed to the team making the guess.

Performance Objectives:

3. A student should be able to recognize problems that he encounters at home, school, and in his daily life and be able to make satisfactory decisions for their solutions.

Activities:

1. The teacher fabricates an emergency situation. The students, in small groups, will decide what responsibilities are needed to survive the situation.

III Decision Making (Cont.)

Examples: Fuel shortage crisis, shipwreck near a deserted island, earthquake, fire, range fire, sudden storm, blizzard, etc.

The groups then role play the situation. The class evaluates the decisions made.

2. Presented a story beginning which concerns a specific problem unique to a fourth grader, the students will write problem solving endings.
3. Using pictures of appropriate problem situations, the student will show a problem solution by illustrating, role-playing, small group discussions, etc.

Performance Objectives:

4. A student should be aware that decisions may involve other people, and they have consequences.

Activities:

1. Given a poster depicting a problem situation, the students will make a chart of three steps:
 - (a) Alternatives or choices of action.
 - (b) The imagined outcome of each choice.
 - (c) Decide the values that may be related to the various alternatives or choices for action.
2. Students will keep a diary for one day on every major decision they make from what they decide to wear in the morning, to what they decide to watch on T.V. at night. Read and discuss the diaries in class. Evaluate decision making by questions such as:
 - (a) Do you make more decisions than you thought?
 - (b) Were there any decisions that were difficult to make?
 - (c) Did you avoid making any decisions? What were the outcomes?
 - (d) Were there any decisions made on an impulse without thinking the problem through? What were the outcomes?
3. Take a discovery walk with the class outdoors. Each child is equipped with a paper bag. Suggest that each student collect any small items that he desires: leaves, bottle tops, twigs, rocks, seeds, etc. The students sit down,

III Decision Making (Cont.)

3. (cont.)

empty their bags, and sort the objects into piles of things that are likes and not-alikes. He decides what his own categories of similarity will be, what "properties" he will use to separate one set from another. Then take each child in turn and ask the others if they can figure out what properties or likenesses he decided upon to determine his categories. Ask the student if his classmates guessed right.

After everyone has had a turn, choose a property yourself, perhaps heaviness, smoothness, capability of floating on water, etc. Ask the students to sort out those objects which match your category.

4. Get a colorful sack and fill it with the oddest conversation pieces you can find as: a feather, a leaf, a clothespin, a compass, a rabbit's foot, etc. Each student will have a turn to reach into the bag and pull out an object. The teacher will launch a few simple questions such as, "What could you do with this?" "Where do you think this was yesterday?" "What do you think will happen to this 10 days from now?" "What will happen to this if it is dropped into the water?" The students will make decisions as to how they will answer the question, or questions, presented to them. (Class discussion and evaluation of the decision may follow.)

Variation: "Tools" of an occupation could be placed in the sack. Questions such as "What was this used for?" "Who do you think would use this tool?" "What would happen if this tool did not exist?", etc.

Evaluation:

1. Present a science experiment or activity to the class.
2. List five questions for interviewing speakers to find out the following facts:
 - (a) Preparation for the job.
 - (b) How they got the job.
 - (c) Personality traits necessary for the job.
 - (d) Work schedule.
 - (e) Rewards.
3. Write a problem solving ending for an unfinished story.
4. List five character values.

IV Appreciation & Attitudes

Goal:

Develop positive attitudes and appreciation of students toward self, others, and work.

Performance Objective:

1. Given the time and opportunity to do so, the student will be able to apply his work skills and attitudes to his everyday life.

Activities:

1. As a classroom group, decide what jobs need to be done to maintain and operate the classroom. List the job names on the bulletin board - such as: Lighting Engineer, Closet Manager, Lunch Money Accountant, Floor Custodian, Florist, etc. Students may apply for the occupation of their choice, stating their qualifications for the job. (Application forms may be used.) Workers for the occupations are selected according to their qualifications. Any worker not later doing a satisfactory job may be in jeopardy of losing his job.
2. Listing either classroom, playground, or school rules (about seven rules), have pupils rank them according to felt importance. Three rules are to be eliminated. Later, discuss why certain rules were eliminated.
3. Present students with a list of qualities as: happy, honest, dependable, cooperative, good sport, clean and smart. Have students rank them as to felt importance. Discuss and chart the ranking of the qualities. (May be done as small groups.)
4. Students are formed into groups to make a report on a specific subject. Each student shall choose a job (such as researcher, bibliographer, map maker, chart or graph maker, writer, artist, poet, composer, proof-reader, speaker, audio visual materials manager, etc.) after considering their personal interest, abilities, and skills to contribute to the construction of the overall report.
5. Students could write simple self-analysis papers. Questions such as the following could be used:
 - (a) What sort of person am I?
 - (b) Am I just the way I think I should be?
 - (c) Is there someone I wish I were like?
 - (d) What is the first thing I should change about me?
 - (e) Why should I be in school?
 - (f) Do other people think I should change?
 - (g) What do I want to be as an adult?

IV Appreciation & Attitudes (Cont.)

Activities (cont.):

- (h) Am I important?
- (i) Am I successful?

6. The student will complete a worksheet entitled "Learning is My Job - How am I Doing"? Encourage the students to consider worker traits they need now and as an adult. Following are some examples:

Punctuality	Cooperation
Attendance	Planning
Preparation	Enthusiasm
Follow directions	Responsibility
Concentration	Motivation
Perseverance	Neatness

7. Discuss the characteristics of a good group member. Develop a skit which emphasizes some good and bad attitudes commonly found among group members.
8. Each child could nominate a "Citizen of The Month (or Week)" from the class. The student would vote for a classmate who applies himself in both work and play.

Performance Objective:

2. Students will be more able to investigate careers, such as the nature of the work, training, working conditions, satisfactions, and consequences.

Activities:

1. Give the students a list of services, such as: Power & Light, Doctor, Dentist, Policeman, Teacher, Fireman, Sanitation, etc. Say: "These services are in a community. The budget is limited. Eliminate three of the services. List the others in rank of felt importance." Later, discuss why the jobs were ranked such as they were, why the three services were eliminated, and then ask, "If you had one of the jobs eliminated, how would you feel about being let go?" (Pupils can be put into groups to do this activity.)
2. "What's My Line?" Twenty questions requiring yes or no answers are allowed the group to discover the occupation assumed by the "unknown worker". Whoever guesses the occupation is the next "unknown worker".
3. Field trips to sites of various occupations where students may observe, experience, discuss, and question the nature of the work, the training required, the working conditions, the satisfactions, and the consequences.

IV Appreciation & Attitudes (Cont.)

4. Resource people come to the classroom to show and tell about their work. (If possible, tools of the trade are brought.) Students question the resource person about the nature of the work, the training required, the working conditions, the satisfactions, and the consequences.
5. Each student can select a fictional story or book about a worker. After reading the story, the student can give an oral or written report concerning the nature of the work.
6. Each student will write an occupational riddle after studying various jobs. Some examples are: What worker always walks behind a star? (Policeman) Who may marry many women yet stay single all his life?
7. Use "What's My Line?" or a similar job guessing game. Each student will make up five statements about an occupation so that the class may guess who he is.
8. Each student will make a cartoon showing a worker in the wrong clothing, using the wrong tools, or in the wrong setting.
9. The student can make a picture file of many occupations. As he learns about each one, he could write a summary on the back of the picture cards.
10. In small groups, each group of students select one trademark from a magazine or newspaper advertisement and investigate at least one career involved in the product as to the nature of the work, training, working conditions, satisfactions, and consequences.
11. Students interview their parents, friends, or neighbors, etc., using the class-prepared check list.
12. As a class activity, develop a check list to use when interviewing workers about the nature of their work, training, working conditions, satisfactions and consequences.
13. During the study of city government or industries such as lumbering, transportation, communication, ranching, etc., investigate major careers as to nature of work, etc.

Performance Objective:

3. Students should be able to identify what personality traits are associated with various careers.

Activities:

1. Organization of a Room Club: The class first discusses the responsibilities and needed personality traits desired to

IV Appreciation & Attitudes (Cont.)

fulfill each office such as president, vice-president, secretary, treasurer, librarian, etc. A class election is then held to fill the offices. Re-elections may be held throughout the year.

2. Game: Students may be grouped into small groups. Each group draws an occupation. Allow groups time to prepare for the role playing of a "good" or a "bad" worker filling the occupation drawn. As students enact certain personality traits while performing their job, other students guess whether they are a good or a bad worker.
3. (During the study of city government) The class as a group identifies the city government leaders and discusses each office to determine what personality traits are important to the successful performance of that position. By consideration of the personality traits needed for the position, the students then elect peer members to fill the city government positions. A mock city council meeting may then be held, later discussing and evaluating the elections made.
4. Students draw a comic strip depicting good or bad personality traits involved in a certain occupation.
5. Students make posters to illustrate how a personality must fit a certain job.
6. After a field trip or on the basis of the child's experience, have one or more children re-enact their ideas of the worker's personality, both positive and negative. The activity could be used to demonstrate workers showing courtesy vs. discourtesy, efficiency vs. sloppiness, safety vs. carelessness, and many other variations.
7. The student will complete a worksheet by figuring out which workers deal mostly with people or ideas or things.
8. Each student could stand and name an occupation in the community. The student who can accurately describe what personality traits are necessary for the job can name the next one.

Vocational Grouping:

Some workers prefer to work mostly with other people. They like to try to persuade them to buy something or to make them happy or to make them feel better. Other workers prefer to work with ideas. To think up new things or to solve problems. Still other workers prefer to work with their hands and with tools.

IV Appreciation & Attitudes (Cont.)

Can you figure out which workers deal mostly with people or ideas or things. Put a (P) after the worker who deals mostly with people, an (I) after the worker who deals mostly with ideas, and a (T) after the worker who likes to work with things like his hands and tools.

Example: Artists I Cabinetmaker T Doorman P
(Hotel)

Actor	___	Draftsman	___	Nurse	___
Air Traffic Controller	___	Editor	___	Oceanographer	___
Pilot	___	Electrician	___	Optometrist	___
Stewardess	___	FBI Agent	___	Plumber	___
Architect	___	Florist	___	Policeman	___
Automobile Salesman	___	Geologist	___	Radio or TV Announcer	___
Beautician	___	Insurance Agent	___	Teacher	___
Carpenter	___	Mathematician	___	Truck Driver	___
Chef	___	Miner	___	Waitress	___

Vocational Jumbles:

Unjumble the letters to spell the name of a worker. The letters which are in the squares will spell the word which is missing in the sentence.

1. NAMSTOP ☐ _ _ _ _ ☐ _

ROTCOD ☐ _ _ _ _ _

TOJIRAN _ _ _ _ ☐ _ _ _ (school worker)

Most workers are eager to get _ _ _ _ _.

2. WLONC ☐ ☐ ☐ _ _ _ (entertainer)

LISTFOR _ _ _ ☐ _ _ _ ☐ _ (likes greenhouses)

REECHAT _ _ _ _ _ ☐ _ _ _

To get a good job, some people go to _ _ _ _ _.

IV Appreciation & Attitudes (Cont.)

3. IMAD ☐ ☐ ☐

KABER ☐ ☐ ☐

MARFER ☐ ☐ ☐

A lazy worker has much to ☐ ☐ ☐.

4. CREAPHER ☐ ☐ ☐ (works on Sunday, too)

PITSTY ☐ ☐ ☐ (copies a letter very fast.)

CHEMCAIN ☐ ☐ ☐ (Grease monkey)

The best job for you is one which will make you ☐ ☐ ☐.

Evaluation:

1. Teacher observation.
2. Teacher made test using the following criteria:
 - (a) Occupation
 - (b) Training and education necessary.
 - (c) Nature of work.
 - (d) Working conditions.
 - (e) Satisfaction.
 - (f) Consequences.
3. Draw a comic strip depicting good or bad personality traits involved in a certain occupation.

Resources:

1. Howard Hickson - Northeastern Nevada Museum
2. Water Sample Testing - Kathy Parker - U.S. Forest Service.
3. Robert Randolph (may be contacted at Goodyear Tire Co. - Geologist.
4. Geologist - Bureau of Land Management
5. Theresa Paoletti - School Nurse.

Resources (Cont.)

6. Hank Berthiaume - Coin Collecting
7. Mrs. Kay Pickett - Commercial Artist - pottery making
8. Bill Anderson - National Weather Service
9. Merlin McComb - Fish and Game
10. Eugene Faust - U.S. Geological Survey
11. Police Department (a representative)
12. Elko Garden Club
13. Floral Shop

Field Trips

1. Community College Science Laboratory
Contact Bernard Sadowaki
2. Northeastern Nevada Museum
Contact Howard Hicksen
3. Bureau of Land Management - Conservation careers - Sherman Creek
contact Wayne W. Wilde, BLM
4. Telephone Company
Contact Jack Dodd, California-Pacific Utilities Co.
5. Elko County Library
Contact Mrs. Leonard Hoskins
6. Elko High School (tour)
Contact Royal Orser
7. Nevada Power Co.
8. United States Post Office
contact Cryce Ballard
9. Shopping Plaza (small interest groups)
Contact Managers: Albertsons
Pennywise Drug
J. C. Penny Co.
J. C. Penny Auto Center
Sprouse Reitz
First National Bank of Nevada
10. Vogue Laundry
contact Bert Jones

Field Trips (Cont.)

11. City Government
Contact Jack Sutherland
12. Soil Conservation Service - Snow Survey -
Contact Leland Campsey, United States Government, SCS
13. Federal Aviation Agency - Weather Station
14. Range Plant Identification - U.S. Government Services
Soil Conservation Service - Bureau of Land Management
U. S. Forest Service
Contact Leland Campsey

FIFTH GRADE - CAREER AWARENESS

I Self Awareness

Help students to identify capabilities as well as liabilities -- likes and dislikes -- personal qualifications as well as skills.

Performance Objectives -- The child can recognize his character as having both capabilities and liabilities.

A child should be able to name three things about himself before he chooses an occupation.

A child should be aware of his personal interests and abilities and be able to match, in general, those traits to occupations and careers.

Activities:

Math:

1. Participate in classroom research on:

- (a) The importance of being able to talk with classmates and teachers and to make yourself understood.
- (b) The essential nature of computational skills.
 - How many minutes until lunch?
 - How much change from \$1.00 when purchasing a 39 cent item plus tax?
 - How much money saved in two months if you save 15 cents a week?

2. Observe various workers on the job for a given period of time; note how many times and how they communicated with someone, also how many times they used computational skills.

Math:

A Field Trip Idea

- 1. Purpose: The child will be able to make change such as one would if he were working in a service station.
- 2. Materials: Play money.
- 3. Activity:
 - (a) Take field trip to gas station near school.
 - (b) Discuss, for one, the fact that the customer will have to be paid change if he does not have the correct amount to pay for gas.

I Self Awareness (Cont.)

- (c) In the classroom, use play money to practice making change.

Math:

1. Purpose: To help the children learn the names and the value of the coins and how to make simple change.
2. Materials: Colored construction paper cut into cards 4" X 6"; magazines.
3. Activities: Have the children look in magazines for pictures of food items. Paste the items on the cards and label each with a price. Arrange the cards in a reading pocket in your imaginary store. Using play money, have the children go to the store to buy different combinations of items. Choose one child to be the "grocer" and take their money and give them their change.
4. Relate skills learned now to use in the future.

Language Arts:

Use instruction sheets from several games or activities. Examine the vocabulary, using dictionary to find meaning for new words. Read through directions. Explain orally what directions indicate. Follow instructions and complete the designated task, game, etc. Relate to the importance, in future occupations to be able to read and follow directions in order to complete a task.

Have half the class advertise for employees and the other half apply for the jobs.

Special Studies:

When discussing law and order, the focus could include the skills of cooperation and concern for others, as it relates to making an orderly pleasant community for all. Recognize that these skills affect all groups of people who must work together.

Students list some of their own learnings, how they learned them and by whom they were taught. Compare to primitive people, and to people of other cultures. Emphasize importance of child's job in school. (Could be expanded into jobs in communication field, from which people learn.)

Social Studies:

List school skills and how they are used in adult life for desert children and local children, emphasizing what you are doing now applies to later life.

I Self Awareness (Cont.)

General:

Each child should be able to accept responsibility for his own actions.

1. Describe to peers, teachers, or parents, verbally or in writing, how he felt about undesirable behavior in himself and others.
2. Role playing.
3. Make up situation cards in which conflicts would probably result. Choose groups of children to role play the situations with no guidelines to follow.
 - (a) Group replays the situation following agreed upon specified guidelines. Contrast and compare the reactions of the children to each of the two arrangements.

Each child should be aware of the influence of his attitudes, interests, and feelings on vocations, avocations, family and citizenship roles.

1. Select one person with whom he'd like to do a job. Why?
2. Select one child he would like to play with. Why?
3. Select one person he would like to live with. Why?
4. Compare selections and reasons for selections.

SRA Interest Inventory.

List lucky things that have happened to you, then write what or who may have caused them. Could you have changed this? How does your answer apply to unlucky things that have happened?

List how you think of yourself as to humor, friendliness, possessions of others, community feeling, then compare your list with those of other students.

Find an older person in town and offer yard clean-up help. How did it make you feel about yourself?

Do one good job around home that you were not asked to do, and see if any one else's attitude toward you changes in any way.

I Self Awareness (Cont.)

Evaluation:

1. Write a paragraph on, "What Kind of Person Am I?" Teacher will file it for aid in later evaluation.
2. Anecdotal records of specific classroom incident.
3. The teacher may write a brief description of a hypothetical person listing his main interests. She may ask the children to list what vocation that person might choose and why he would probably like such a job.
4. Teacher observation.

II Career Awareness

Goals -- Realize the concept of an infinite variety of occupations, and their changes with the changing community needs.

Performance Objectives -- Student displays some understanding of controlling the cost of an item through practices of group purchasing.

A student should be able to name three things that he should find out about any occupation before he considers it.

Given a list of occupations, a student should list from his own viewpoint the advantages and disadvantages of each.

Activities:

1. What's My Line? Twenty questions requiring yes or no answers are allowed the group to discover the occupation assumed by the "Unknown" worker. Whoever guesses the occupation is the next "Unknown" worker.
2. Inspections in the classroom are made every time a student corrects his own or another student's paper for spelling, arithmetic, etc. mistakes. An appreciation for careful, accurate inspections will be acquired by the student as he becomes aware of the importance of this very necessary career. (Government inspectors check on meats, etc., Safety inspectors, etc.) The fire marshall, when making his annual inspection of the school building can give the children valuable information about the importance of his job. People are inspected too. Nurse checks eyes, doctor gives a physical.
3. Study wantads for workers, looking especially at qualifications. Analyze interview as a part of employment process. Define interview. Listen to an interview on the radio and TV. Discuss the basic questions asked and answers given at an interview. Discuss and form opinions about the following items: Person doing interview.

II Career Awareness (Cont.)

Person being interviewed.
Their attitudes and personalities.
Their voices, manner of dress.

Role Play an interview.

4. Have children give three to five examples of avocations that also can be vocations.
5. Have a Hobby Show. Let child demonstrate what work is done to prepare materials in relation to his hobby.
6. Talk with worker engaged in occupation; find out what he or she likes about it. Talk with several people, including family members, school and community workers, seeking answers to following questions:
 - (a) What is your job?
 - (b) What was the major for taking the job?
 - (c) Do you like the job?
 - (d) If you could change jobs, what would you choose?
 - (e) For what reasons would you choose that occupation?

Tape interviews with workers.

7. Children will develop individual charts with pictures, organized in three sections: vertically listing, "My needs, My Wants, My Luxuries;" horizontally identify provider.

Providers	
My Needs	
My Wants	
My Luxuries	

8. Compare to other types of herders in U.S. (sheep, cattle); then expand to personal qualities and responsibilities a herder must have, such as alertness, knowledge of animals, knowledge of terrain, ability to be alone, continual responsibility of animals.
9. Following group of activities on school and learning, a possible in depth career exploration on teaching as a profession could be explored. A chart could be developed by children interviewing the teacher, bringing out likes, dislikes, preparation necessary, and personal abilities required.

II Career Awareness (Cont.)

10. List jobs the children know of. Then star the jobs that depend on the physical environment. Bring out the problems of relying on the environment. If interest is sufficient, this could be a place where study of environmental protection jobs (Forestry Service, etc.) would be applicable. Or a resource person could be asked to the classroom to discuss his job and how it is related to the environment.
11. When discussing the seasons of the year, there is an opportunity to focus on occupations that are seasonal. (Winter - Ski Instructors, Santa Claus and his helpers, extra clerks in stores, snowing clearing crews, etc.)
12. Children will have their own television program in classroom. Help them choose two or three persons to advertise any product they choose. Have them decide what they will advertise and what they will say about the product. Each may advertise a different product or the same one, as they wish. Next choose two news announcers and ask them to plan a short news broadcast. Select another group to act out a play for the audience. Have them choose a story or poem they would like to dramatize. Suggest a familiar fairy tale or a story from their reading. Another group will be selected to be musicians - they may hum, sing, or pretend to play musical instruments. Let them get in a small group to plan what they will do. Each child should have a part in the program.
13. The daily weather report period will be a lot more fun if you make a TV type game of it. Here's how: Make a mock TV set from a large cardboard carton by cutting an opening to serve as a screen (tape the edges so no one gets cut). Each day choose a child to be announcer, another as weather reporter, and a third to present a commercial (perhaps advertising some school event). Place the TV set on a table, so that performers can stand behind it when they are "on camera".
14. Keep a daily record of observations and weather forecasts, using such headings as: date, chief, assistant, sunrise, sunset, temperature, clouds, sky winds, Our Forecast, and actual weather. Weather maps may be clipped from the daily newspaper. See if accuracy of forecasts increases as pupils learn more about the factors affecting weather. Encourage pupils to make weather instruments of their own. Other enriching ideas to be carried on with a Weather Unit: Make a list of ways and methods by which people attempt to predict weather. Make storm warning flags from cloth or paper. Study some of the designs used for weather vanes in the past; triton, cocks, grasshoppers, angels, horses, fish, ship, etc. Design one appropriate for your home, for school.

II Career Awareness (Cont.)

15. Natural Resources: Collect pictures of natural resources and list jobs related to each resource. Make a graph to show the number of jobs related to natural resources. Invite a speaker from the natural gas company, oil company, logging industry or a conservationist.
16. The class may develop an exhibit entitled "Space Jobs". As a child collects or draws a picture of a worker associated with space, he may write one sentence relating a duty of the worker.
17. Have one student who has lived elsewhere, preferably a city, describe its recreation, businesses, schools, and class respond with how it is here. This is a good first-week activity.
18. Invite one speaker from a foreign country to describe the life-style, education, etc. there, and a class question and answer period afterward. Class should have some background in discussing other cultural and economic areas beforehand.
19. Charts, maps and graphs of another out-of-state community can be prepared by student and explained in terms of services offered there.

Give students a map and have them plan one traffic pattern, garbage collection route or some other.
20. Put up a large sheet of paper and have pupil committees plan a layout for a small city, including areas to be used for recreation, residential and business purposes. (May include information from

Evaluation:

1. Children list occupations they know at the beginning of year, then at the end of the year and compare.
2. Teacher developed matching exercise of some of the workers studied during the year, to be matched to simple job descriptions.
3. Ask the children what they have learned about the world of work. How they respond will indicate what was significant to them.

II Career Awareness (Cont.)

4. Give the children a list of ten widely varying occupations at the beginning and at the end of the school year and have them rank them in order of importance. By comparing the two lists the teacher can determine growth, or lack of it, in the children's understanding of the dignity and worth of all types of work.
5. The children may be given a random list of occupations explored during the year along with these instructions:
 - (a) Arrange the selected list in some kind of order.
 - (b) Write a statement showing the characteristics common to the occupations selected.
6. Have children give three to five examples of avocations that also can be vocations.
7. Teacher observation.
8. The children may complete a matching exercise indicating their knowledge of terms used throughout the year. While this basically is an evaluation for information only, the teacher can interpret the responses in the light of an overall understanding of the world of work.

III Decision Making

Help students to recognize the complexity of the decision making process by applying it first in the school situation, then community.

Performance Objectives -- The student should identify one or two basic skills needed for the various jobs and occupations related to math.

The student should participate in at least one on-site job observation which relates to language arts.

Activities:

1. After a discussion of the terms capabilities and liabilities, students might make a chart listing a strong point and a weak point for each child. (Teacher guidance is necessary here to keep the listing of weaknesses from being cruel.) This is an excellent place to build self-confidence. The teacher emphasizes that each of us has some strong points and that even the greatest people in the world have weaknesses. The class might look up some of the weaknesses of great figures of history, e. g., Edison was hard of hearing, F. D. Roosevelt was crippled from polio. J.F. Kennedy had back trouble.

III Decision Making (Cont.)

This is not to be a tearing down or debunking, but rather to show how important people have done the best with their strengths and worked to overcome or ignore their weaknesses.

2. Plan a holiday dinner and itemize the cost, using the ads in the daily newspaper.
3. Order from the catalog - given a certain amount of money.
4. When assigning room responsibilities which everyone wants to do, take time to discuss why pupils like to do the tasks. Do some tasks make you feel more important than others? How do you feel when you are chosen to take a note to the office or another room? Do you like to work on the student council? Is it more fun to be the leader of a group? What responsibilities come with the honors?
5. Examine materials and equipment available for use in the classroom. Discuss need for organization of use and storage of equipment and materials. Formulate guidelines for use, care and storage of classroom materials. Decide what specific "jobs" will be necessary to maintain classroom organization. Write job descriptions; work out rotation schedule.
6. Student answers the following questions:

	<u>Yes</u>	<u>No</u>
(a) There are some things which I can do well	_____	_____
(b) There are some things which I can't do very well	_____	_____
(c) I know about careers which fit my interests and abilities	_____	_____
(d) I know more about myself than I did a year ago	_____	_____
(e) I want to understand myself better	_____	_____
(f) I have trouble seeing myself enjoying work when I am grown	_____	_____
(g) I think my interests will stay the same when I am grown as they are now	_____	_____
(h) I don't know why I do some of the things I do	_____	_____
(i) I see myself as a happy person	_____	_____
(j) The most important thing to me is to be somebody	_____	_____

III Decision Making (Cont.)

7. Class helpers and officers can periodically change their titles to represent various careers. These examples will probably not fit your class, but will give a general idea.

<u>Job</u>	<u>Political</u>	<u>Construction</u>	<u>Navy</u>	<u>Ranch</u>
Monitor	President	Sup't.	Cap't.	Boss
Attendance	Secretary	Time Keeper	Bos'n.	Foreman
Lunch Count	Treasurer	Comptroller	Galley Chief	Cookie
Audio-vs.	Comm. Sec.	Foreman	Sparks	Linerider
Library	Librarian	Lead man	Signalman	Hostler
Flag Salute	Vice Pres.	Journeyman	Chief Petty Officer	Wrangler

8. Pertaining to law and government, discuss or role-play activities suggested, bringing out the jobs involved. Invite someone involved in law or government to discuss their position with the class.
9. Have students role play words they should know in decision making. (Leaders, immature, well-being, habits, influence, persuade, consequences, alternatives, critical evaluation)
10. Part of growing up is making more decisions. The better you are at making decisions, the more decisions you are allowed to make. Have students give examples.
11. We need to make decisions about many activities which affect our health and well being. We make decisions about food, clothing, play work friends, and many other things we do each day. Have students sight examples.
12. Some decisions and choices are made because of habit. Discuss how habits are formed.
13. It is important to form the habit of making decisions and choices that are based on critical evaluation of all the information you can get. Develop a list of good habits and bad habits and discuss how these habits affect health.
14. Friends influence decisions and choices. Discuss the things they do and say because their friends do.
15. Advertising is a big business that is aimed at persuading people to make decisions about what they buy. Have students bring in advertising or report on advertisements that influenced them to buy something or want something.
16. Making good decisions means that you have thought through the consequences. Reasoned decision making includes:
- (a) Considering alternatives
 - (b) making comparisons
 - (c) Making critical observations
 - (d) Gathering all possible facts.
 - (e) Asking for help when needed

III Decision Making (Cont.)

Introduce circle discussions with a murder mystery needing to be solved. Give each child a clue; without all clues, murder cannot be solved.

17. Pretend your class has been stranded somewhere. (on an island, a mountain valley, a planet, etc.) They had no adult or outside help. What decisions would they have to make right away? How would they make these decisions?
18. Discuss decisions in history - "What would you do"? Example: You are an Englishman or you are a Colonist prior to the Revolution. What are the facts and what would your decisions be?
19. Consider how you act - the role you play in the following situations:
 - (a) At home as a son or daughter, brother or sister.
 - (b) At school as a friend on the playground and in class.
 - (c) In the community as a member of a club or church or citizen.

How many roles do you need to assume?

20. Discuss the decisions students make regarding their appearance, personal hygiene, food and rest.
21. Have a coach or PE instructor talk to the class about developing motor skills and the importance of proper physical activity.
22. Have students pretend they are denied the use of each of their senses for a day. Discuss how their lives would be limited if they did not have these senses.
23. Discuss how they can practice using each of their senses. Play games of how much they look at but do not see. Try to identify different odors, tastes, textures, and sounds.
24. Have students think about the person they would most like to be like. Then have them consider how they are like this person and how they are not like that person. Then have them decide how they can use their strengths and weaknesses to be more like the things they admire in others.
25. Describe some of the roles that you would like to see yourself taking when you are a high school student. Describe the responsibilities that you see connected to these roles.

III Decision Making (Cont.)

26. Have students research one of their selected, future roles as to education, responsibilities, pay, etc.
27. Questions for discussion:
 - (a) What are your jobs (responsibilities) at home?
 - (b) What are your jobs (responsibilities) at school?
 - (c) What are your jobs (responsibilities) in the community?
 - (d) How do you feel about doing these jobs?
 - (e) Are there some jobs you like more than others? Why?
28. Terri's Taffy: One group of pupils (producers) may make taffy, etc., and bring to school. Others (consumers) may buy taffy with "tokens" earned by special classroom behavior (to be developed by students). Allow a period sufficient for "free enterprise equilibrium" to develop and graph the adjustment periodically on a large chart (supply, demand, cost). Then set up control of supply and graph results in the same manner for both under-supply and over-supply. Subsequently allow "consumer groups" to influence cost by over-buying or under-buying. Graph added to other graphs by color coding.
29. Our Island : You and a selected group of students will participate in a simulation game where you will develop a new society. Each group will select:
 - (a) A Group Discussion Leader who will attempt to make the discussion advance smoothly with all members of the group given an opportunity to contribute ideas.
 - (b) A Scribe who will record the proceedings of the group and will be responsible for submitting the final written report for the group.
 - (c) A Judge who will pronounce what shall be done when two persons cannot agree over a given time period. The group as a whole will all receive the grade given by the Judge (may be the teacher).
Note: Each member of the group will give every other member a grade of the following basis:

Excellent - the person helped the group discussion.
Good to Fair - The person helped the discussion a little bit.
Poor - The person did not help the discussion, but did not hurt it.
Very Poor - The persons behavior interfered with the completion of the group assignment.

III Decision Making (Cont.)

The Story:

Your 747 passenger jet to Hawaii was caught in a violent storm. A bolt of lightning put all flight instruments out of commission. For several hours the pilot has been flying blind, and now he admits that he is hopelessly lost. The plane is running out of fuel, and the pilot makes a forced landing in the sea. You and nine others are in one large life boat. After several days of drifting, your boat beaches on a small, unknown island in the Pacific. There is no hope of being found since this is an uncharted island, so your group must prepare to survive for a long time here, possibly for several years. You take stock of your situation. There are five men over the age of 18, three girls over 18, one child of two years, and one man of 65. A scouting party has found that the island has running, fresh water, it is heavily forested, and there are several sources of food, wild berries and fruit and wild animals. Since it is in the South Pacific somewhere, the temperature is warm to moderate most of the time. Occasionally heavy rains fall. Your group is to decide what things you must do to insure survival. Consider your needs and how you will organize the landing party to provide for those needs.

Evaluation:

1. Teacher observation.
2. Many activities are self-evaluative, so that the activity itself may be used.
3. Class groups can engage in project problem-solving exhibiting improved cooperation, methods, participation and realism than they did at the beginning of the Decision Making unit.

IV Appreciation & Attitudes

Recognize the relationship of values and attitudes in career areas - through cooperative activities.

Performance Objective -- Give examples of how each job level has value and dignity and how each job contributes to the functioning of an organization.

Activities:

1. In discussion on materials shipped into Elko, the discussion could include the variety of occupations involved in transporting materials. Interested students might choose a specific occupation, from this group, to research and make a report.

IV Appreciation & Attitudes (Cont.)

Newer methods of communication could be another occupation group to investigate.

2. When discussing the natural environment there is an opportunity to include the occupations related to environmental protection. Dioramas of the natural environment including workers busy at their work could be a concluding activity.
3. Have students interview parents for learning which industries they consider the most important to the community. List and compare.
4. Have child make a list of the things he has done from the time he got up until he arrives at school.

Discuss how their activities depend on various occupations.
(Ex: drinking milk, dairy workers, milkman, farmer)

5. Field trip to a ranch or bring a rancher to the classroom to emphasize our dependence on this job.
6. Rural area: A "Country Road" theme could show all the occupations connected with the rural scene. This could stimulate discussion on the importance of rancher to our modern community.
7. After listing building materials for a house (etc.), list interdependent occupations (from forest to complete construction).

Emphasize dignity of all work.

8. Commercial area: Children could list the varied occupations involved in a shopping center. Interested children could interview a worker as to his likes and dislikes concerning his job. How do these workers feel?

A focus could be the interdependence of local people on the shopping center workers.

9. Write a paragraph telling whether your attendance has anything to do with your success as a student (your career at the present time). Do you think attendance affects employment? Why do you think some companies have punch-in time clocks, and others do not?
10. Orally discuss the following:

- (a) Will I help others in my chosen career? In what way? Will I contribute to my family? Friends? City? My state? My country? My world?

IV Appreciation & Attitudes (Cont.)

- (b) What effects will my career choice have on the environment? Can these effects be altered?
- (c) Will by doing a good job make the world a better place to live. Do I care?
- (d) Can my career area be classified as a luxury service to society or a necessity?

Evaluation:

1. Student reaction part of critique.
2. Have children list reasons why people work, at the beginning of year, then again at the end of the school year. Evaluate at the end of the school year by:
 - (a) Number of responses.
 - (b) Maturity of responses.
3. Show the children pictures of various workers and have the children write producer of goods or producer of services for each picture.
4. Teacher observation.

SIXTH GRADE - CAREER AWARENESS

I Self Awareness

1. Goal -- To develop the concepts of self-awareness through understanding of personal strengths, weaknesses, abilities, and achievements.
2. Objectives -- Individual students will be able to complete checklists, indicating:
 - (a) Strengths, weaknesses, abilities, interests, achievements.
 - (b) Identify occupational clusters that are consistent with their (the child) interests and abilities.

II Career Awareness

1. Goal -- To enlarge the child's occupational horizons by developing concepts of job clusters.
 - (a) Careers are grouped by job families; positions are related within job families.
 - (b) Within each job family or cluster there are many jobs which represent a wide range of qualifications, training, duties, working conditions, and pay.
 - (c) Every individual can find within a cluster which interests him a position for which he is suited based on his educational attainment and experience.
2. Objectives:
 - (a) To be able to identify each job cluster by the type of work involved.
 - (b) To be able to identify and list six jobs from at least ten job clusters and tell whether the career requires skilled or professional training.

III Decision Making

1. Goal -- To become aware that the development of a career and life style is a continuing and on-going process of decision making.
2. Objectives -- Student will recognize how decision making will influence their careers and life style by listing the cause and effect of three out of five real life situations.

IV Appreciations and Attitudes

1. Goal -- To recognize the worth of all work and the interdependence of all workers for the well being of society.
2. Objectives -- The student will be able to set up and explain by using a flow chart, the process and occupational areas involved for common everyday goods or services from the raw material to the finished products.

Sixth Grade Evaluation:

I. Self Awareness

1. Student will complete check list described in objective one.
2. Students will explore and list occupational clusters that are consistent with their interests and abilities.
3. Students can do self portraits showing an "inside" picture of themselves. For example, an outline of their body could be filled with pictures of themselves in their everyday activities, showing a hobby or special area they are good at.
4. Each student can make a "Self Box" in art which contains only things which are meaningful to him (objects, pictures and mementoes).
5. Students can survey different interests and abilities found in their own homes.
6. Students can role-play jobs given only a description of some interests and abilities.
7. Verbal, numerical and artistic abilities can be demonstrated in class and related to jobs which use these abilities.
8. Hobbies can be related to the interests they demonstrate and the abilities they use.

Evaluation Techniques:

II Career Awareness

1. Students will identify each job cluster by the type of work involved. (See Special Education Section.)
2. Students will identify and list six jobs from at least ten job clusters.

Evaluation Techniques (Cont.)

II Career Awareness

3. Students will classify the jobs they chose from Number Two as requiring skill on-the-job or professional training.
4. Student will choose a job and explore it in depth. He will list duties involved, training required, range of pay, fringe benefits, etc.
5. Murals of each job cluster can be developed by the end of the year.

III Decision Making

Goal setting and the evaluation of consequences is important in the decision-making process.

Having a goal gives the student a target to help him in planning actions. There will be several possible courses of action leading to a goal. The student should evaluate the good and bad consequences of each course of action and choose the most acceptable one.

ACTIVITIES:

1. Students can try to accomplish tasks when they have a goal and when they don't and compare the results.
2. Students can look at the importance of goals in their own lives.
3. Students can set a goal, plan several ways to reach it, and look at the possible consequences of each plan.
4. Students can discuss the ways to pick out a plan that is best for them.
5. Students can set a goal for a class activity, plan how to achieve it in different ways, pick the best one and try it out to see if their predictions were correct.

IV Appreciations and Attitudes

A.

People work for various rewards and satisfactions.

Monetary reward is not the only reason people work. Work experience may provide satisfactions from craftsmanship (seeing a finished product produced well, personal relationships (team work, cooperative efforts, sociability with other people,) or creative efforts (ideas developed and actualized.)

Evaluation Techniques (Cont.)

IV Appreciations and Attitudes

A.

ACTIVITIES:

1. Define work. (Something that serves a useful purpose.)
Help students to gain an understanding of what work is.
2. Students can go home and find examples of jobs being done in the home by family members and see how these jobs give dignity to the family unit. (Example: taking out the garbage helps keep the home clean. Taking out the garbage gives dignity to the home, the individual and the job.)
3. Students can find examples of useful jobs being accomplished in the community (including garbage collecting.) As worthwhile purposes emerge for various jobs sometimes considered menial and lacking in status, the individual can see them in a more dignified light.
4. Invite a garbage collector (or person with a similar occupation) to come and get acquainted with the class.

IV Appreciations and Attitudes

B.

An individual can give dignity to his work.

An individual should feel he is contributing something to society. If he feels a sense of accomplishment in his work, it gives him pride and self worth.

ACTIVITIES:

1. Students can interview one of the parent volunteers to find out why someone would work but not get paid.
2. Students can be involved in a task which corresponds to that in the working world and determine what benefits the workers derive in addition to their salary.
3. Students can discuss why people work in different types of careers in which income is similar.

IV Appreciations and Attitudes

C.

All occupations have advantages and disadvantages.

Advantages could be good wages, working conditions, fringe benefits, interesting work, or element of change.

Disadvantages could be distance to the job, low pay, extremely early or late shift, lack of benefits, high noise level, susceptibility to occupational disability on the job, or abrasive fellow employees.

Evaluation Techniques (Cont.)

IV Appreciations and Attitudes C.

ACTIVITIES:

1. Students can talk with a high school student in a co-op program and ask what he sees as advantages or disadvantages of their work.
2. Students can talk about school as being a job and discuss the advantages and disadvantages.

The following 16MM Career Awareness Films are available from Grammar School #2. Lesson Plans are available for each of these films in your library.

Certified Public Accountant

Pressman

Executive Secretary

Service Station Attendant

Shipping and Receiving
Clerk

Telephone Operator

General Office Clerk

Commercial Artist

Hotel Desk Clerk

United States Air Force

Mining Engineer

Forest Ranger

Telephone Lineman

Librarian

Television Engineer

TV News Reporter

X-Ray Technician

Policeman

Bank Teller

Lawyer

Post Office Clerk

Presentation

Ranch Hand

EMR - CAREER AWARENESS

I. Self Awareness

To help the child understand his performance may be limited, but he can develop his strong points.

1. Increase the students awareness that there is an occupation for him, despite physical and/or mental handicaps.
 - (a) Show students any available filmstrips where blind or other handicapped people are performing to the best of their ability.
 - (b) Discuss these films with the class. Have students shut their eyes and try to pick up objects and place them in designated places. Have children pantomime what tasks the handicapped people in the filmstrips were performing.
2. Develop the students' awareness of his strengths and weaknesses.
 - (a) Let each student perform what he can do best in front of the class (walking on balance beam, painting, etc.). Encourage peers to show their approval. Discuss the point that we can all perform at least one task well, but since all people are very different (as in the working world), we cannot succeed in everything we attempt. (Johnny may not walk well on a balance beam, but he can paint very well. Just as the janitor may not be able to use a typewriter, but he knows how to clean a building well.)
3. Stress the importance of social skills and the necessity of good relationships with others.
 - (a) Show the class pictures of people with various facial expressions. Have them identify the expression and ask them why they think the person might be crying, laughing, frowning, or smiling. Ask each child to cite an example of what would make him cry, laugh, frown, and smile.
 - (b) Have a favor day. Ask each student to do a favor for one of his classmates (get his coat, help him put away his toys or materials, etc.).
4. Stress the importance of good health and personal hygiene.
 - (a) Begin a food unit by placing pictures of foods from the basic four groups on a bulletin board. Have a chart with students names and a space for each day

I Self Awareness (Cont.)

of one week where he may mark how many of the four basics he ate at lunch each day. At the end of the week place stars beside the names of students who ate all or most of the basic four.

- (b) Have students describe weather each day. Provide a set of felt cutouts for them to dress appropriately for the weather. Discuss why appropriate dress is important.
- (c) Have each student check himself in a full-length mirror. Ask him to check all buttons, zippers, his hair, posture, and condition of clothing.
- (d) Provide each child with his own toothbrush and toothpaste. After lunch have him brush his teeth and check his name on a chart. Discuss why we must brush our teeth.
- (e) Instruct students how to polish their shoes. Set aside one day each week to polish shoes.

II Career Awareness

Develop students awareness that a job is a necessity.

1. Investigate simple occupations in detail.
 - (a) Take the students on field trips to see workers performing tasks. Discuss the different jobs. Have the students pantomime what the workers were doing.
 - (b) Discuss what the consequences would be if the worker did not do his job. (If dishwasher did not wash dishes, cook would not have any plates to put food on, waitress could not serve food to people, people would be hungry.)
2. Develop students awareness that jobs are a necessity for survival.
 - (a) Discuss what would happen if father did not work. What would happen if there weren't any people to work in grocery stores, clothing stores, post offices, etc.
 - (b) Discuss why we must do our share of work in the home. What would be the consequences if none of the members of the family would cook, wash dishes, wash clothes, etc.

II Career Awareness (Cont.)

3. Develop the students awareness of work responsibilities by performing specific tasks in the classroom.
 - (a) Choose a student each day to empty waste baskets, wash off lunch table, clean craft area. For one day do not have anyone perform a task. The next day discuss how the room looks when no one takes the responsibility to perform these tasks.
 - (b) Make certain each child completes his work on time. If not, make him aware of the consequences (must finish his task during recess, etc.).
4. Teach students basic homemaking skills.
 - (a) Have students prepare simple lunches one day each week.
 - (b) Let students paint small playground equipment.
 - (c) Have students water lawn and trees. Discuss why plants need water. Let students pull weeds and discuss how weeds affect the appearance of a yard and rob nutrients from good plants.
5. Develop students awareness that we depend on others to perform tasks.
 - (a) Set up an assembly line activity. Discuss how each person in the line must do his job well to put out products as efficiently and rapidly as possible. (One student places peg in proper hole, another marking the peg with an X, another tying a string around the item, etc.).

III Decision Making

Help students develop the ability to make decisions and develop their awareness of the consequences of their decisions.

1. Provide the students with opportunities to make choices in the classroom.
 - (a) Ask students which assignments they want to work on first (math, penmanship, etc.).
 - (b) Provide the student with an opportunity to decide if he wants to perform an obviously necessary task or one which is not necessary. Let him learn the consequences of his decision.

III Decision Making (Cont.)

2. Develop students ability to budget and spend money.
 - (a) Set up a play store. Give each child a set amount of play money. Put empty food cartons in one box, toys in another, pictures of clothing in another; discuss how each student spent his money, wisely or unwisely.
 - (b) Have a section of the bulletin board displaying non-essential items and essential items.
3. Develop students awareness of constructive ways to occupy leisure time.
 - (a) Take students to the library. Let them get their own books, library cards and check out the books of their choice.
Stress that reading or merely looking at pictures is an enjoyable way to spend leisure time.
 - (b) Take students on field trips to expose them to public places where they can occupy leisure time at no cost, museums, parks, window shopping.

IV Appreciation & Attitudes

Develop students appreciation for the school and his home.

1. Stress that student should help to clean and maintain his home.
 - (a) Show pictures of unsightly homes and well-kept homes and yards. Ask the students what they would do to make the unkempt homes and yards look attractive.
 - (b) Have students point out abused items in the classroom; broken crayons, torn books, etc. Encourage children to help repair or clean school materials. Begin by starting a clean and repair hour one day each week.
2. Develop students awareness that daily assignments and tasks performed in the classroom are essential in preparing for jobs in the future.
 - (a) Reading and writing are important in filling out job applications.
 - (b) Math is important to work in stores.

Evaluation:

1. Teacher observation.
2. Parental conferences.
3. Adaptive behavior scale tests administered and evaluated quarterly.
4. Weekly written progress reports.
5. Physical progress ratings by licensed physical therapists.
 - (a) Balance beam.
 - (b) Coordination exercises.
 - (c) Physical endurance.
 - (d) Muscular strength.
6. Speech progress ratings by licensed speech therapist.
7. Visual-motor test administered by Learning Disability teacher.

Field Trips:

1. Construction site.
2. County Library.
3. Museum.
4. Park.
5. Market.
6. Restaurant.
7. Laundry.

Resources:

- | | |
|----------------------|------------------------------|
| 1. Laundry worker | 2. Janitor |
| 3. Sanitation worker | 4. Service station attendant |
| 5. Parents | 6. Construction worker |
| 7. Cook | 8. Supermarket checker. |

ART - CAREER AWARENESS

Goals: I Awareness: Artist and his work.

II Appreciation: Artist's product is a comment about his world.

III Interest: Motivated by vocational or avocational needs.

Goals and Performance Objectives and Activities:

I Awareness:

Artist and his work.

1. Hands on experience in the use of common tools related to different art media.
 - (a) Play the tool identification game.
2. Be able to recognize specific artists and their contributions to the students' cultural heritage.
 - (a) The "Who am I Game" Art Prints, artist's names, or tools pinned on backs of students. Student may ask three questions of any students to discover "Who I Am".
 - (b) The Matching Game. Children are given cards with artists' names on them. They proceed to wall where prints are displayed and match up.
 - (c) Field Trip. Pre-activity: See pictures of Greek and Roman columns and arches. Tour public buildings noting the architecture.
3. Be able to express his likes and dislikes about his surroundings.
 - (a) Redesign objects of dislike. (fork, clock, desk)
 - (b) Develop plan for new playground.
 - (c) Create a "pop-art" poster of an object that the student likes. (Campbell Soup Can, Dune Buggy)

II Appreciation:

Artist's product is a comment about his world.

1. Give examples of changes in Art that resulted from changes in society and culture.

II Appreciation (Cont.)

- (a) Compare prehistoric baskets to modern day baskets. Use resource people to enrich discussion. (Howard Hickson, Dr. Morris Gallagher, Clair Williams) Make a basket or mat.
 - (b) After breaking into groups, make tableaux of: Prehistoric dwellings, Greek dwellings, Colonial dwellings, and Contemporary dwellings.
2. Develop a list of materials locally available for artistic creation, understanding that geography and climate influence art.
- (a) Discussion of locally available clays: Resource person will cover the processes necessary to develop raw materials. Using materials dug locally, the child will make his own pot. (Resource people: Dennis Parks, Don Collins.)
 - (b) Discussion of Scrimshaw art found on tusks carved by Eskimos. (Resource person with display available, Dr. Roger Seyferth.) Using local bones and horn, develop your own art object.
 - (c) Field trip to gather locally available materials. Take along sketchbooks.
3. The child will produce a creation of his self-expression.
- (a) Who are you? Express who you are by creating a self portrait, a self portrait caricature, and self portrait sculpture. Note the similarity of style in each of the three media.
 - (b) Do a self portrait with crayon outline. Discuss color moods (warm, cold, angry, sad, etc.). Abstract own portrait into sections colored the way the student felt on a given day.
 - (c) Using overhead projector draw each other's profiles and cut out of black paper. Each student then makes a collection of magazine pictures of things he either likes or dislikes and arrange in a montage together with the silhouette.

II Appreciation (Cont.)

4. Be able to express his likes and dislikes about known artists and their work, understanding why the artist may create what he does.
 - (a) Groups in class debate the merits of two artists and their styles and materials.
 - (b) Trade paintings. Justify your likes and dislikes about someone else's painting. May develop into group critiques between groups (tables, grades, classrooms).
5. Be able to differentiate between Art to satisfy the physical needs and Art to satisfy the emotional and mental needs.
 - (a) Visit the local sign painter to discover economic concepts of his artistic vocation. Locally, how does the gambling industry influence commercial advertising?
 - (b) Evolution of the chair from caveman's slab of stone or log to present bean bag chair. Visit the local furniture store. Design and make your own model using egg cartons, styrofoam, balsa wood, cardboard, toothpicks, etc.
 - (c) Eye glasses -- see above. Visit Optometrist.
 - (d) Clothing -- see above. Visit Penny's for ready-made or material and patterns.

III Interest:

Motivated by vocational and avocational needs.

1. Be able to understand that in each of us is a PERSONAL (ego)/CREATIVE self who is driven to express himself in some way.

Vocational and Avocational.

 - (a) Develop a list for vocational and avocational activities and compare them.
 - (b) Field trips to visit vocational art. See II, E, 1. (Newspaper layout, Penny's window display department, Interior design - Vicki Smith, Art teachers, Rick's Print Shop, Architect, Photographer, Florist, etc.)

III Interest (Cont.)

- (c) All students will participate in an Art Fair as producing artists, business manager, advertising artist, set-up and clean-up crew, etc.
 - (d) List vocations and avocations of people you know. Are avocational interests usually creative?
 - (e) School is divided into blocks of learning time (English, Math, etc.). A certain amount of time will be set aside for the student to pursue a creative, avocational activity such as knitting, needlepoint, carving, music, drama, photography, etc.
2. Be able to understand that a vocation may require artistic endeavor.
- (a) Visit to local dentist's office to observe his technique of casting teeth. Morris Gallagher could show them how he uses this technique to cast gold charms for his wife's bracelet.

Evaluation:

The activities have been directed toward self awareness, career awareness, exploration and participation by the student. Evaluations will be drawn from the above concepts. When the performance objective has been satisfied, the evaluation is complete.

Resources:

Personal and public libraries should be used to supplement the school library. District art personnel are available for prime resource people.

MUSIC - CAREER AWARENESS

I Self Awareness

1. To understand that in each of us is a personal creative self who is driven to express himself in some way, vocationally and avocationally.
 - (a) Participate in creative dramatics. K-6
Peter and the Wolf, Ginger Bread Boy.
 - (b) Make and use simple rhythm instruments.
 - (c) Move to music - skipping, walking, running, etc. K-3
* P.184.
 - (d) Sing in groups with question and answer, such as Bicycle Built for Two.
 - (e) Listen.
 - (f) Paint a picture of how a musical selection makes them feel.

Evaluation: Teacher observation.

- * Teacher's manual (for Elko County)
Rural Elementary School Music

2. To understand that music can satisfy the physical needs, and music can satisfy the emotional, mental and social needs.
 - (a) After the strain of inactivity, move to music and then describe the feeling of relaxation music brings.
 - (b) Interview a "moonlighting" musician.
 - (c) Listen to various types of music.
 - (d) Invite local combo to play in the classroom.
 - (e) Choose records to be played during academic work.

Evaluation: Teacher observation of child's enjoyment and its depth.

3. To express his likes and dislikes about known composers and their works.
 - (a) Listen to records of the works of great composers and short teacher explanation of artist's life and his reason for composing the type of music written.

I Self Awareness (Cont.)

- (b) Bring to music class unusual facts about the composer.
- (c) Debate the merits of two composers and their types of music.
- (d) Show how old music can be made new, (such as the Monkeys, the Hermits, the Beatles, etc.).

Evaluation: Complete the Personal Music Interest Inventory.
* (P. 16-17)

4. To understand why the individual may create what he does.

- (a) Make many attempts at creating rhythm, words for tunes, and tunes for poems.
- (b) The child will produce a creation of his self-expression - an impression of his, the child's.
* (P. 192-199)
- (c) Fit the sounds of rhythm instruments to chants, creating simple accompaniments.

Evaluation: Make brief reports on biographies of various musicians.

5. To express his likes and dislikes about music in his surroundings or his environment, and be able to accept some amount of music not to his immediate liking.

- (a) Bring examples of music liked and disliked and give a brief explanation.
- (b) Plan a panel discussion on various types of music enjoyed by the class.

Evaluation: Panel participation, either as a speaker or as a questioning audience.

II Career Awareness

1. To have a "hands on" experience in the use of common tools related to different music media.

- (a) Use rhythm instruments.
- (b) Visit the high school band for a "hands on" experience with various instruments.

II Career Awareness (Cont.)

- (c) Invite instrument repairman and piano tuner to visit class and ask for an opportunity to work with him.
- (d) Invite a guitarist, pianist, electronic organist, and director to perform in classroom with children participating.

Evaluation: Teacher observation.

2. To become aware of opportunities for careers in music.

- (a) Ask visiting piano tuner and instrument repairman about job qualifications.
- (b) Question visiting local soloists and vocal groups about how they entered the music field.
- (c) Enter contest to obtain a complimentary community concert ticket.

Evaluation: Teacher observation.

3. To recognize specific musicians and their work and contributions to the student's cultural heritage.

- (a) Develop a list of music vocations, such as pipe organ manufacturer, piano tuner, teacher, accompanist.
- (b) Develop a list of non-vocational arts (hobbies) and their value in leisure time activities.
- (c) Make a report on a musician and listen to samples of his works.
- (d) Visit musical area of museum.
- (e) Hear a speaker, including high school band members and their various instruments.
- (f) Make charts of types of music and instruments in history, holidays, many countries.
- (g) Visit a local Basque children's dance group. Visit a local Indian Fandango.
- (h) View films on music and dance from other countries.

* (P. 31)

* Teacher's Manual (Elko County) Rural Elementary School Music.

II Career Awareness (Cont.)

- (i) View films of musical instruments and their history.
* (P. 36-37)
- (j) Show how musical symbols are the same for instruments and vocal music.

Evaluation: Musical games:

"Find the Face": Child picks out the picture of the musician whose work he recognizes from a recording or piano being played.

Musical Basket Upset.

* Teacher's Manual (Elko County) Rural Elementary School Music.

III Decision Making

- 1. To demonstrate awareness of same-different phrases.

- (a) Select instruments for accompaniment.
- (b) Find the theme of a musical selection.
- (c) Discover the phrases in a short song.

Evaluation: Create a song using specific phrase patterns.

- 2. To learn to associate certain musical sounds with particular moods.

- (a) Select instruments for accompaniment.
- (b) Report on types of background music on TV and radio.

Evaluation: Tell what they are doing to represent certain ideas and moods.

- 3. To work in small groups while creating.

- (a) Create harmony for songs both instrumental and vocal.
- (b) Create introductions and codas for songs.
- (c) Develop dances for songs.

Evaluation: Create programs and playlets, using moods and phrases.

IV Appreciation and Attitudes

1. To appreciate that the musician's product is a comment about his world.

- (a) Give examples of changes in music that resulted from changes in society and in culture. * (P. 54)
- (b) Develop a list of locally available materials for the musician's creations.
- (c) Sing songs from many countries. Discuss purpose for which they were written.

Evaluation: Teacher observation.

* Teacher's Manual (Elko County) Rural Elementary School Music.

2. To understand that geography, climate and society influence music.

- (a) Research the history of music and making of musical instruments.
- (b) Discuss how climate can influence the making of instruments.
- (c) Hear outside speakers from different countries: Italian, Indian, Basque.
- (d) View films of music and dance from other countries and from different sections of the U.S. * (P. 29-36)

Evaluation: Report on information gained.

3. To understand that a music vocation may require musical endeavor or performance.

- (a) Speculate about who contributed at various stages in the production of a recording: composer, lyricist, arranger, studio engineer, manufacturer, jacket designer, music store proprietor, disc jockey.
- (b) Visit a radio station.
- (c) Discuss negative and positive aspects of a celebrity's life.

Evaluation: List the occupations in order of their contribution to the production of a recording.

CAREER AWARENESS - ESED 731

Basic Goals for Career Awareness:

- I. Appreciation of all work.
- II. Children should develop an awareness that all goods and services are presented through the cooperation of people.
- III. Motivation is a part of the world of work.

Specific Goals for Special Education - Grades Seven, Eight, and Nine:

- I. Increase the child's awareness of self and his recognition of the worth of the many occupations in our society which may be possibilities for them.

(Self and Career Awareness)

Performance Objective for Goal I (Awareness)

(Self Awareness)

- I. The student should be able to identify their own abilities and interests as related to the world of work.

Activities for Performance Objective I.

- I. Individual students list:
 - (a) Likes.
 - (b) Dislikes.
 - (c) Things they do most successfully.
 - (d) Things they can't do well.
 - (e) Jobs which best identify with their likes and dislikes.
- II. List three jobs that require physical effort and three jobs that require mental effort.
- III. Each student completes a self-interest inventory in the form of open-end sentences similar to the copy which follows this activity section.
- IV. Discuss meaning of following terms: failure, success, motivation, over-achievement, under-achievement, responsibility, dependability, etc.
- V. Use The People Around Us, National Forum Foundation, American Guidance Service, 1967, as textbook.
- VI. Write a paper entitled "Happiness Is. . ." for "Snoopy Bulletin Board". Use happiness as a monthly theme. Example: Sept. "Happiness is Back to School".

Activities for Performance Objective I (Cont.)

VII. Aesop's Fables, Dolch Text, Garrard Publishing Co. 1951.

Read and discuss the following stories:

- (a) "The Grasshopper and the Ant" (People get what they deserve).
- (b) "The Old Man and His Sons" (Working together).
- (c) "The Blind Man and the Lame Man" (Working together).
- (d) "The Hare and the Tortoise" (Keep going).
- (e) "The Town Mouse and the Country Mouse" (Be satisfied).
- (f) "The Deer at the Pond" (Be proud of the right things).

VIII. The Aesop Fable collection could be used as puppet plays for presentation to students for primary grades.

IX. Use the Green Circle Program of plays and tapes for presentation to primary grades. These can be secured from The Green Circle Program, 1515 Cherry St., Philadelphia, Pa. 19102. Topic: Individual differences and discrimination.

X. Read stories to primary children. Share individual talents in any possible way.

XI. Evaluating Self, Use a rating sheet. Suggested ratings: Above Average, Average, Poor, In Need of Improvement.

Appearance:

- (a) Care of clothing_____
- (b) Appropriateness of dress_____
- (c) Personal cleanliness_____
- (d) Posture_____
- (e) Hair grooming_____

Physical Condition:

- (a) General Health_____
- (b) Ability to work hard_____
- (c) Condition of skin_____
- (d) Freedom from allergies_____
- (e) Freedom from unnecessary tension_____

Speech:

- (a) Quality of voice_____
- (b) Articulation_____
- (c) Rate of speaking_____
- (d) Conversational skill_____

(Such a rating sheet could be used at intervals to note progress.)

Activities for Performance Objective I (Cont.)

- XII. View and Analyzing Self. (To enable learner to view himself and his ability to get along with others.) Rating: Use the words, always, sometimes, or never to indicate how you believe others (your parents, teachers, friends) might rate you on the personal qualities listed.

Personal Qualities List:

Self Control:

- (a) I am slow to anger _____
- (b) I am considerate of others _____
- (c) I have a sense of humor _____
- (d) I do not lose my head _____

Cooperation in group work:

- (a) I contribute ideas _____
- (b) I accept suggestions _____
- (c) I am willing to compromise _____
- (d) I do my share of the work _____

Charitableness:

- (a) I am forgiving and forgetting _____
- (b) I look for good in others _____
- (c) I try to overlook faults in others _____

Avoiding Conflicts:

- (a) I am cool-headed _____
- (b) I am always ready to start an argument _____
- (c) I try not to arouse anger in others _____
- (d) I try to prevent fighting _____

Open End Sentence Inventory:

- (a) I get angry when _____
- (b) No one in this school _____
- (c) I believe I have the ability to _____
- (d) In school it is hard to trust _____
- (e) What I like least in myself is _____
- (f) What I want most is _____
- (g) When I am with others that I don't know well, I _____
- (h) In a group, when I have something to say I _____
- (i) I most admire _____
- (j) My greatest worry is _____
- (k) I am best when _____
- (l) My father is _____

Activities for Performance Objective 1 (Cont.)

- (m) I need _____
- (n) My happiest time is _____
- (o) I want to know _____
- (p) School is _____
- (q) My mother is _____
- (r) The future is _____
- (s) A home is _____
- (t) I can't _____

Performance Objective for Goal I:

(Career Awareness)

- II The student should be able to identify occupational clusters for which they are suited. (Career Awareness)

Activities for Performance Objective II. Goal I.

- I. Chart of Basic Needs:

We need: house, clothes, food, friends, family, etc.

- II. Chart listing goods and services families buy with their income:

What our Families Buy

Goods

Food Clothing Shelter Recreational Items

Services

Transportation Education Medical

- III. Take a "Street Walk" for goods and services awareness lesson. Discuss supply and demand. Use the trip to acquaint students with stores and services available. Divide stores into two types - Producers of Goods and Suppliers of Services (gas stations, beauticians, etc.).

- IV. Develop a bulletin board on job clusters.

- V. Discuss and identify job clusters within which the student might find jobs suited to his individual ability and interest.

- VI. List 10 jobs with the above identified job clusters.

- VII. Develop a bulletin board on skills.

Reading Writing Math. Speech Use of Tools

(List occupations which require these various skills.)

- VIII. Develop a "Tools of the Trade" bulletin board on tools and equipment related to trades and occupations. Choose occupations in which students have expressed an interest. Example: Carpenter - saw, hammer, square. Pictures should be used.

Activities for Performance Objective II. Goal I. (Cont.)

IX. Unit on the monetary system. Use text Dollars and Sense, Fearon Publishers, 6 Davis Drive, Belmont, Ca. 94002.

- (a) Expand knowledge of goods and services through on foods (cost and production).
- (b) Possible resource people: farmer, rancher, grocer, meat cutter, trucker.
- (c) Possible field trips: Grocery store, bank.
- (d) Possible associated unit: Food and nutrition.

X. Unit on Measurement. Use text, Measure Up, Fearon Publishers, 1968. Add material related to metric measure, time, temperature, calendar.

XI. Career awareness game. Given pencil and paper student will list an occupation or occupations related to or connected with natural resources. Example: Teacher says "tree". Student responses may be "logger, farmer". Other possible resource suggestions are cow, sheep, gold, fish, deer, etc.

XII. List of advantages and disadvantages of occupations.

Advantages:

Good wages, working conditions, fringe benefits, interesting work, or element of change.

Disadvantages:

Distance to job, low pay, extremely early or late hours, lack of benefits, high noise, occupational disability on the job.

Activities related to above lists:

- (a) Students can talk with high school co-op program coordinator and co-op students and ask them what they see as advantages or disadvantages in a specific work endeavor.
- (b) Students can discuss the fact that school is a job and discuss the advantages and disadvantages of their educational endeavors.

XIII. Specialization. The Assembly Line. The interdependence of workers and repetitious work should be discussed. Make a favor for the hospital for a holiday. Use assembly line procedure giving each student responsibility for one job on every favor. Organize materials and responsibilities in an assembly line manner down to final inspector and packer.

Activities for Performance Objective II. Goal I. (Cont.)

- XIV. Bicycle Safety Unit. Develop for distribution in first and second grades. Students will learn to develop rules, accept direction, and take responsibility. Students may actually conduct a bicycle safety inspection using a "Safety Check Form" devised in the classroom.

Resource People: The Police Department.

- XV. Bulletin Board emphasizing the government as a business and a producer. Board would show goods and services which families purchase with tax money. Examples: Streets, Policemen, Soldiers, Bridges, Schools, Parks, etc.

- XVI. Become familiar with the following vocabulary used in the "World of Work".

Career: Occupation.
Cooperation: Working together.
Need: An essential requirement.
Abilities: Skills, being able to do something.
Interest: To have a liking for something.
Service: To accommodate by performance of labor.
Specialization: To limit one's activities or work.
Interdependency: Dependent on one another.
Supply: To give or provide adequately.
Technology: The application of science and of technical advances in industry, manufacturing, commercial arts, fine arts.
Demand: Sought by many.
Job: Anything a person does which serves a useful purpose.
Physical Demand: Strength required to do a certain job.
Cluster: Jobs that are related.
Vocation: A person's life work.
Leisure Time: Free or unoccupied time from work.
Geographical
Location: A particular place.
Artistic Ability: Ability to draw and paint pictures.
Moonlighting: Working a job in addition to one's regular full-time employment.
Observing: To look at carefully and think about.
Aptitude: Capacity for learning.
Attitude: A feeling or emotion toward a fact.
Avocation: A subordinate occupation pursued for enjoyment.
Behavior: The manner of conducting oneself.
Business: An occupation or a calling.
Company: A group of persons or things.
Compatibility: Art of two or more people or things existing in harmony.
Compensation: Payment for lost time or injury.

Activities for Performance Objective II. Goal I. (Cont.)

Corporation:	A body formed and authorized by law to act as a single person.
Dependable:	Capable of being depended upon.
Dexterity:	Skill and ease in using the hands.
Employee:	One employed by another, usually for wages.
Employer:	One that employs another.
Experience:	A direct participation in events.
Friendliness:	The state of being friendly.
Fringe Benefits:	An employment benefit granted by an employer that involves a money cost without affecting wage rate.
Goals:	The end toward which work is directed.
Guidance:	The act or process of guiding.
Guild:	An association of men with common goals, or interest.
Habit:	A behavior pattern established by frequent repetition.
Hire:	To employ or to take employment.
Immature:	Lacking complete growth or development.
Learning:	To gain knowledge of a skill by study.
Loyalty:	The quality or state of being loyal.
Mature:	To develop to growth or completion.
Mental Growth:	Strengthening of mental process.
Patents:	Exclusive rights to manufacture and sell something.
Product:	Anything produced; the result of production.
References:	Sources of information.
Responsibility:	The quality or state of being responsible.
Salary:	Fixed compensation paid regularly for services.
Self-Confident:	Confidence in oneself and powers and abilities.
Self-Respect:	Power of respect for oneself as a human being.
Skill:	Ability to use ones knowledge effectively in a skill or performance.
Sound Growth:	Strengthening of sound skills and knowledge.
Task:	An assigned piece of work, often to be finished within a prescribed time.
Technical:	Having a special practical knowledge of machine or operation.
Technician:	A specialist in technical details of an operation.
Time Clock:	A clock which stamps an employee's starting and quitting time on his time card.
Training:	The act, process, or method by which one trains.
Union:	A confederation of individuals sharing a common goal.
Unskilled:	Not skilled in a specific branch of work.
Values:	Things or ideas held in high esteem.
Wages:	A payment, usually money, for services rendered.
Work:	Activities where one exerts strength or facilities to do or perform something .

Evaluation:

1. Write a paragraph on "What Kind of Person Am I"? File paragraph for later evaluation.

Activities for Performance Objective II, Goal I. (Cont).

2. Anecdotal records of specific classroom incident.
3. Children list reasons why people work at the beginning, then at the end, of the school year. Evaluate at end of the school year by:
 - (a) Number of responses.
 - (b) Maturity of responses.
4. Give evaluating self rating sheet to students in fall. Repeat in spring or the following year.
5. List as many jobs as possible. Place them in clusters if this can be done.

Specific Goals for Special Education:

(Investigation)

- II. To investigate some occupations in depth.
Emphasis will be upon education, duties, working conditions.

Performance Objectives for Goal II (Investigation).

- I. The student shall acquire information in regard to job clusters for which they are best qualified.

Suggested Activities List:

- | | |
|---|---------------------------------------|
| 1. Interviews. | 21. Resource persons. |
| 2. Skits. | 22. Games. |
| 3. Theme-writing. | 23. Research projects. |
| 4. Bulletin Boards. | 24. Demonstrations. |
| 5. General discussion. | 25. Lists of occupations. |
| 6. Small group discussion. | 26. Radio and TV programs. |
| 7. Individual and group study. | 27. Illustrations. |
| 8. Committee work. | 28. Projects. |
| 9. Oral reports. | 29. Chalk talks. |
| 10. Newspaper articles. | 30. Problem solving. |
| 11. Field trips. | 31. Preparation of charts and graphs. |
| 12. Movie. | 32. Window displays. |
| 13. Filmstrips. | 33. Writing of letters. |
| 14. Slides | 34. Assigned readings. |
| 15. Overhead and/or opaque projections. | 35. Notebooks. |
| 16. Collection of want ads. | 36. Thought problems. |
| 17. Writing of want ads. | 37. Scrapbooks. |
| 18. Employment Security Commission - Job lists. | 38. Lectures. |
| 19. Exhibits. | 39. Simulated work activities. |
| 20. Collection of materials. | 40. Films/ filmstrips. |
| | 41. Maps, globes. |
| | 42. Story and picture files. |

Specific Activities for Performance Objective I, Goal II.

- I. List all the jobs found within the school building.
 - (a) List three skills needed for each occupation.
 - (b) List educational background needed for each occupation.
 - (c) Describe the working conditions found on these jobs.
- II. Adapt the above to the field trip experiences and resource people visitations.
- III. Use text, The Job Ahead, Science Research Association, 1971, and accompanying workbooks.
- IV. List skills students must acquire for those jobs within their abilities in which they express the most interest.
- V. Identify and list those job clusters in which students show most interest and ability as expressed in investigations.
- VI. Use the "World of Work" filmstrip series available in the elementary school libraries in Elko County. (See following sheet for further information.)
- VII. World of Work puzzle game. Make words using the letters that represent occupations. The letter can be located anywhere in the occupation title.

W
O
R
L
D
O
Farmer
W
O
NURse
K

- VIII. Newspaper unit using want ads as source of job information. May be grouped by job clusters. Grouping may also be done in relation to jobs that produce services and jobs that produce goods.

Specific Activities for Performance Objective I, Goal II (Cont.)

(Investigation) Available in Elko County Schools.

World of Work - Strip Film and Record

K-3

- I. Getting to know the World of Work.
The Newspaper Boy.
The Jr. Homemaker.
At Your Service.

- II. Electrical Services.
Gas & Oil Services.
Telephone Delivery.
Mail Delivery.

- III. Dairy Product Delivery.
Drug Store Workers.
Super Market Workers.
Service Station Workers.

4-6

- IV. Distributive Occupations.
Office Occupations.
Health Services.
National Resources.

- V. Electrical Workers.
Gas & Oil Workers.
Telephone Workers.
Technical and Industrial Workers.

- VI. What else do Fathers do?
What else do Mothers do?
It's in your Hands.
Home Ec.

Performance Objectives for Goal II

(Investigation)

- II. The student should observe and identify with jobs within the job clusters for which he is best suited.

Identify with at least one or two job possibilities found on the following sheets. Use resource people, field trips, etc. to secure needed information.

Occupational Clusters - USOE

- 1. Business and Office Occupations:

Accountants
Actuaries
Bank Officers

Data Processing Machine Serviceman
Delivery Route Salesmen
Department Store Salespeople
Diesel Mechanics
Display Workers

Performance Objectives for Goal II (Cont.)

Bookkeeping Machine
Operators
Cashiers
Certified Public
Accountants
College Teachers
Correspondence Clerks
Credit Collectors
Credit Workers
Data Processing Machine
Operators
Duplicating Machine
Operators
Economists
Executives
File Clerks
Fur Industry Workers
Keypunch Operators
Legal Secretaries
Mathematicians
Messengers and Office
Boys
Office Managers
Operations Research
Analysts
Private Switchboard
Operators
Programmers
Real Estate Appraisers
Receptionists
Secretaries and
Stenographers
Shorthand Reporters
Small Business Owners
Statistical Workers
Systems Analysts
Systems Engineers
Telephone Operators
Typists

Drugstore Clerks
Export and Import Workers
Farm Equipment Dealers
Florists
Food Store Checkers
Food Store Workers
General Merchandise Salespeople
Gift Shop Owners and Managers
Home Appliance Servicemen
House-to-House Salespeople
Industrial Machinery Repairmen
Instrument Repairmen
Insurance Adjusters
Insurance Agents
Marketing Research Workers
Newsstand Vendors
Office Machine Servicemen
Purchasing Agents
Radio-TV Servicemen
Radio-TV Time Salesmen
Real Estate Agents
Retail Butchers
Retail Clothing Salespeople
Retail Salespeople
Salesmen - Wholesalers and
Manufacturers
Securities Salesmen
Service Station Worker
Shipping Clerks
Stockclerks
Warehouse Workers
Watch Repairmen

2. Marketing and Distribution
Occupations:

Advertising Account Executive
Advertising Copywriters
Advertising Workers
Automobile Body Repairmen
Automobile Mechanics
Automobile Salesmen
Automatic Vending Routeman
Bookshop and Bookstore Sales
Clerks
Buyers
Credit Workers

3. Communications and Media
Occupations:

Book Editors
Broadcast Technicians
Commercial & Industrial Photographers
Free Lance Writers
Literary Agents
Magazine Editorial Workers
Newspaper Editors
Press Photographers
Proofreaders
Reporters

Performance Objectives for Goal II (Cont.)

3. Communications and Media
Occupations (Cont.)

Science Writers
Technical Writers
Telephone Installers
Teletype Operators

4. Construction Occupations:

Asbestos & Insulation
Workers
Bricklayers
Building Contractors
Carpenters
Cement Masons
Civil Engineers
Construction Machinery
Operators
Electrical Engineers
Electricians
Floor Covering Installers
Gardners & Groundskeepers
Glaziers
Iron & Steel Workers
Laborers
Landscape Architects
Lathers
Mechanical Engineers
Painters
Plasterers
Plumbers & Pipefitters
Roofers
Sheet Metal Workers
Structural Iron Workers
Surveyors

5. Manufacturing Occupations:

Aerospace Engineers
Aerospace Industries
Mfg. Workers
Air Conditioning & Refrigeration
Engineers
Air Conditioning Technicians
Aluminum Industry Workers
Assemblers in Electronics
Atomic Energy Technicians
Automobile Manufacturing
Workers
Blacksmiths

Boilermakers
Bookbinders
Cement Manufacturing Workers
Ceramic Engineers
Ceramic Industry Mfg. Workers
Chemical Engineers
Chemical Technicians
Clothing Manufacturer Workers
Confectionery Industry Workers
Dairy Technologists
Draftsmen
Electronic Technicians
Electroplaters
Engineering Technicians
Factory Inspectors
Fire Protection Engineers
Food Freezing & Canning Workers
Food Technologists
Foreman
Foundry Workers
Furniture Manufacturing Workers
Glass Manufacturing Workers
Hat & Millinery Workers
Ice Cream Manufacturing Workers
Industrial Chemical Industry Workers
Industrial Engineers
Instrument Makers
Jewelers
Leather Manufacturing Workers
Machinists
Meat Packing Workers
Metallurgical Engineers
Metal Mining Workers
Millrights
Musical Instrument Mfg. Workers
Non-ferrous Metals Industry Workers
Nuclear Engineers
Packing Manufacturing Workers
Paint, Varnish & Lacquer Industry
Workers
Paper Industry Workers
Petroleum Refinery Workers
Photographic Manufacturing Workers
Physicists
Physics Technicians
Plastics Industry Workers
Power Truck Operators
Rubber Industry Workers
Shipbuilders
Shoe Manufacturing Workers
Soft Drink Industry Workers

Performance Objective for Goal II (Cont.)

5. Manufacturing Occupations
(Cont.)

Stationary Engineers
Structural Clay Industry
Workers
Tobacco Manufacturing
Workers
Tool & Die Makers
Welders

6. Transportation
Occupations:

Aerospace Technicians
Airline Dispatchers
Airline Traffic Agents
& Clerks
Air Traffic Controllers
Airline Pilots
Airline Stewardesses
Airline Mechanics
Flight Engineers
Guards, Watchmen &
Alarm System Workers
Helicopter Pilots
Local Bus Drivers
Longshoremen &
Stevedores
Merchant Seamen
Railroad Brakemen
Railroad Dining Car
Waiters
Railroad Track Workers
Safety Engineers
Ship Designers
Taxicab Drivers
Traffic Engineers
Traffic Managers

7. Agri-Business & Natural
Resources Occupations:

Agricultural Engineers
Botanists
Cattlemen
Coal Miners
Crop Scientists
Dairy Farmers
Farm Laborers
Fishermen

Foresters
Forestry Technicians
Fruit Growers
Fur Farmers
Gardeners & Groundskeepers
Geologists
Geophysicists
Horticulturists
Lumbermen
Mining Engineers
Nurserymen & Landscapers
Petroleum Engineers
Petroleum Exploration & Production
Workers
Poultrymen
Soil Scientists
Tree Experts
Vegetable Farmers
Zoologists

8. Marine Science Occupations:

Divers
Marine Workers
Oceanographers

9. Environmental Control Occupations:

Agricultural Engineers
Geographers
Meteorologists
Pest Control Operators
Wildlife Managers

10. Public Services Occupations:

Air Traffic Controllers
Armed Forces
Athletic Coaches
City Managers
City Planners
Clergymen
College Administrators & Advisors
Criminologists
Customs Workers
Detectives
Driving Instructors
Drug Manufacturing Workers
Elementary School Teachers
Employment Service Interviewers
FBI Agents

Performance Objective for Goal II (Cont.)

10. Public Service
Occupations (Cont.)

Federal Civil Service
Workers
Federal Government In-
spectors & Examiners
Fire Fighters
Foreign Service Workers
Fund Raisers
High School Teachers
Highway Engineers
Industrial & Labor
Relations Workers
Internal Revenue
Workers
Judges
Kindergarten & Nursery
School Teachers
Lawyers
Mail Carriers
Museum Workers
Occupational Therapists
Physical Ed. Teachers
Police
Police Women
Political Scientists
Political Workers
Postal Clerks
Probation & Parole
Workers
Psychiatrists
Psychiatric Social
Workers
Public Health Nurses
Public Health
Sanitarians
Public Librarians
Public Utility Workers
Railroad Track Workers
Religious Vocations
Recreation Workers
Safety Engineers
Sanitary Engineers
School Counselors
School Superintendents
Shorthand Reporters
Social Worker
Sociologists
Special Librarians
Tape Librarians

Teachers of Exceptional Children
Traffic Agents
Vocational Rehabilitation Counselors
Union Business Agents

11. Health Occupations:

Anesthesists
Biochemists
Chiropractors
Dental Assistants
Dental Hygienists
Dental Laboratory Technicians
Dentists
Hospital Administrators
Hospital Attendants
Industrial Hygienists
Inhalation Therapists
Licensed Practical Nurses
Medical Assistants
Medical Illustrators
Medical Lab Assistants
Medical Librarians
Medical Record Librarians
Medical Technologists
Microbiologists
Ophthalmologists
Opticians
Optometrists
Osteopathic Physicians
Pathologists
Pediatricians
Pharmacologists
Pharmacists
Physicians
Physical Therapists
Psychologists
Radiologists
Radiologic (X-Ray Technologists)
Registered Nurses
Speech & Hearing Therapists

12. Hospitality & Recreation
Occupations:

Airline Stewardesses
Athletic Coaches
Ballroom Dance Teachers
Camp Counselors
Caterers
Cooks & Chefs

Performance Objectives for Goal II (Cont.)

12. Hospitality & Recreation
Occupations (Cont.)

Disc Jockeys
Hotel Managers
Hotel & Motel Workers
Professional Athletes
Service Representatives
for Utilities
Singers
Recreation Workers
Theater
Travel Agency Workers
Waiters & Waitresses

13. Personal Services
Occupations:

Barbers
Beauticians
Doormen
Funeral Directors
Parking Attendants

14. Fine Arts & Humanities
Occupations:

Actors
Anthropologists
Archaeologists
Astronomers
Cartographers
Cartoonists
Commercial Artists
Composers
Dancers
Display Workers
Film Editors
Historians
Industrial Designers
Instrumental Music Teachers
Interior Designers &
Decorators
Models
Motion Picture Producers
& Directors
Motion Picture
Projectionists
Performing Musicians
Photoengravers
Playwrights

Radio & Television Announcers
Scene Designers
Script Writers
Translators & Interpreters

15. Consumer & Homemaking-Related
Occupations:

Apartment House Janitors
Bakers
Bus Boys
Building Service Workers
Cleaning & Dyeing Workers
Cooperative Extension Service
Workers
Demonstrators
Dieticians
Executive Housekeepers
Fashion Designers
Home Economists
Household Workers
Interior Designers
Laundry Workers
Pattern Makers
Sewing Machine Operators
Shoe Repairmen
Upholsterers

Sample Lesson Plan for Teaching Any Cluster Unit:

I. Purpose:

To acquaint students with occupations in this career cluster, to explore selected job-oriented activities associated with selected occupations, and to assist students in evaluating these occupations in terms of their own interests.

II. Objective:

- (a) To increase student awareness of occupations included in this cluster.
- (b) To identify and explore selected job-oriented activities associated with the occupations.
- (c) To identify educational and career planning activities leading to success in such occupations.
- (d) To assist students in relating the occupations and work activities to their interest, needs, etc.
- (e) To assist students in understanding the relationship of school subjects to the world of work.

III. Activities:

- (a) Identify career families and examples of occupations in this cluster.

Example

<u>Career Family</u>	<u>Typical Occupations</u>
Audio-Visual	Photographer, Sign Painter, Movie Projector Operator.

- (b) Ask students to add to above list through their acquaintances or research and resource materials.
- (c) Let student select one occupation representative of this cluster for an in-depth study.
- (d) Invite a worker in one of the representative occupations to visit the class to discuss and demonstrate job tasks in his occupation.
- (e) Arrange a field trip to a business or industry to let students observe workers in the occupation being studied.
- (f) Ask students to interview a worker in one of the representative occupations.

Sample Lesson Plan for Teaching any Cluster Unit (Cont.)

- (g) Make a collection (actual, pictures, models) of tools or equipment used in occupations and display to the class.
 - (h) Develop a series of problems or exploratory charts around one or more of job tools studied or observed.
 - 1. Gather news about school - prepare a news item, etc.
 - (i) Examine education and training requirements for entry into and progression up career ladder for occupations in this cluster.
 - (j) Examine the "life styles" of workers holding jobs at various levels.
 - (k) Ask students to evaluate occupations in the cluster in terms of their own interests, needs, abilities, etc.
 - (l) Attempt to use resource people and field trips (in a manner discussed under the sample lesson plan) in specific job activities of interest and within the realm of student possibilities.
- II. Use Easy-read viewer for occupational information in the class-room.
- III. Use E.L.K. O. program.
- IV. Suggested field trip and resource list:
- (a) Health occupations.
 - (b) Restaurant services.
 - (c) Motel and hotel services.
 - (d) Laundry.
 - (e) Construction and bricklaying.
 - (f) Armed services.
 - (g) Ranching.
 - (h) Bakery
 - (i) Airport
 - (j) Garbage and sanitation services.
 - (k) Gas Station and automotive services.
 - (l) Highway department.
 - (m) Bank.
 - (n) FBI (Law enforcement as a government service).
 - (o) Museum (Curator's function as well as source of environmental enrichment).

- V. Check list for use in each job cluster after field trip. Use check list to evaluate skills of one worker observed on trip. Answers may be: Yes -- No -- Undecided.

1. Name of occupation _____
2. Worker uses hands _____
3. Worker uses eyes _____
4. Worker works with people _____
5. Worker works with ideas _____
6. Worker works with things _____
7. Worker works outside _____
8. Worker works inside _____
9. Is his work dangerous _____
10. Are tools or equipment essential to his work _____
11. Would you as a worker like this job _____

Specific Unit Job Activities:

Measurement and weather unit.

Trip: Weather Bureau

Resource: Weatherman to classroom before visitation.

Materials: Thermometer, simple barometer, rain gauge, weather maps.

Activities:

1. Keep daily record of observations and forecast. Use headings such as: Date, Chief, Assistant, Sunrise, Sunset, Temperature, Clouds, Sky, Wind, Our Forecast, Actual Weather.
2. Study weather maps in newspaper and on television.

Factory or Manufacturing Careers:

Trip: Visit small plant or factory with area.

1. Meat Packing.

Pre-Trip Activities:

1. List possible duties of plant management.
2. List possible duties of workers.
3. List possible personal qualities necessary for this type of work.

Pre-Trip Activities (Cont.)

Resource:

Follow-up:

1. Discuss the value of the factory worker to society.
2. Identify related occupations found in large cities. (automotive, electronics)
3. Revise earlier list of duties of plant management.
4. Revise earlier list of duties of workers.
5. Discuss mass production and its relation to our economy.
6. List job qualifications and benefits as related to specific field trip.

Child Care and Babysitting:

Trip: Visit day care or child care center in the area.

Follow-up:

1. List school classes which would be valuable to someone working with children.
2. Devise list of do's and don'ts for babysitting and child care.

Pre-Trip Activities:

1. Discuss the responsibilities of a person who cares for children.
2. List job opportunities available in child care. Such a list should include: Church nursery, hospitals, working parents, hotels, camps, children's homes, playgrounds, child care centers, private homes, nursing homes, nursery schools, etc.
3. Resource Person: Have Home Ec. Teacher discuss her child care course. Have someone from a day care center discuss her job.
4. List personal characteristics of person working with children.

Pre-Trip Activities (Cont.)

(Investigation)

City and County Government Employment:

Trip: City or County Offices
Highway Offices

Pre-Trip Activities:

1. List facilities and services found in our area:
Electricity, Water, Garbage, Road Construction,
Maintenance, Etc.

Resource: City or County Manager to discuss jobs available.

Follow-up:

1. Discuss the qualifications, advantages, responsibilities,
salary, etc. of any job available through City or County
Government in which the student is individually
interested.
2. List school classes and work experience needed for
above job.

Newspaper in Classroom:

Activities:

1. Use Newspaper in the Classroom, published by Nevada State
Journal, Reno Evening Gazette.
2. Want ad study for job clusters. (See Activity VIII,
Performance Objective I, Goal II.)
3. Food Services unit involving grocery ads for local
stores.

In Classroom Unit
Machines Do Work

Topic: How man extends himself in the world of work.

Questions: Physical limitations of man:

1. Can a little person do a big job? How?
2. Can a man do anything he chooses?
3. Equal rights of women and men in job fields.

Pre-Trip Activities (Cont.)

(Investigation)

Activities:

1. Collect pictures of tools and equipment.
2. Discuss their use.
3. Demonstrations on how machines make work lighter for man.
4. Film on computers and how they speed up man's work.
5. Demonstrate some of machines used within our school building.

Food Service Unit:

Trip: Grocery Store

Pre-trip Activities:

1. Study of ads.
2. Work with measurement of capacity units (quarts, pints, gallons). Secure information in regard to container size to determine best value buys.

Refer to Fifth Grade Food Service Unit Activities.

Evaluation: (Investigation)

1. Students list occupations at beginning and end of year and compare. (May also be used in awareness)
2. The class may write and produce a "television" program around the theme, "Ben and Sue in Occupation Land", showing some of the concepts the children have learned during the year. They may wish to invite some other class or their parents to view their production.

Specific Goals for Special Education
(Grades 7, 8, and 9 (Cont.))

- III. To become involved in serious planning in regard to their own future occupations and to recognize the educational implications of present school learning experience in relation to making life decisions.

(Involvement and Decision Making.)

Performance Objectives for Goal III

(Involvement)

- I. The students should be enrolled in on-campus programs which will best prepare them for their realistic job possibilities and experience classroom situations/activities leading to future successful employment.

Specific Activities for Performance Objective I, Goal III.

Classroom Activities for World of Work:

I. Job applications:

- (a) Write a letter of application for a job in which interested, listing interests and capabilities as you see them.
- (b) Fill out sample applications as secured from business firms.
- (c) Discuss employer use of references given.
- (d) Write a letter of recommendation for a classmate.
- (e) Dramatization used to give the learner experience in selling himself. Job interviews stressing such traits as punctuality, reliability, appearance, etc.

II. Conduct Job Study of occupations in which students are interested. Suggested form:

Occupation _____

- (a) Duties of worker.
- (b) Who should be interested in the occupation?
- (c) Where are greatest opportunities for employment found?
- (d) Does it promise steady employment?
- (e) What skills are required?
- (f) Is the work dangerous?
- (g) What are the minimum and maximum wages?
- (h) What program of training or education is required to prepare for the job?
- (i) Does the task require great physical stamina?
- (j) What are the opportunities for advancement?
- (k) Advantages of this work.
- (l) Disadvantages of this work.

Specific Activities for Performance Objective I, Goal III (Cont.)

(Involvement)
(Decision Making)

III. Learn how to use the typewriter.

IV. Use the U.S. Department of Labor brochures for reference and class discussion:

- (a) "Jobs for which a High School Education is Generally Required."
- (b) "Jobs for which a High School Education is Preferred, But Not Essential."
- (c) These, and new releases, are available at the Employment Security Office.

V. Use "How to Get a Job", published by the President's Committee on Employment of the Handicapped, Washington, D.C.

VI. Classroom unit on telephone usage. Possible work with intercom system operations, writing messages, etc.

VII. Continue use of The Job Ahead as classroom text. (SRA reference elsewhere.)

VIII. Use book entitled Dollars and Sense by Kuhn and Hanna, Fearon Publishers, 6 Davis Drive, Belmont, Ca. 94002. (1973)

IX. Use book entitled Measure Up by Kuhn, Herring, Tong. Fearon Publishers, (1968).

X. Activities in the Home Economics areas:

- (a) Student should experience class work leading to food management, cooking skills and table manners.
- (b) The student should be able to shop independently in some neighborhood stores.
- (c) The student should receive experience in clothing management, and purchases.
- (d) The student receives training in and gains understanding of child protection and supervision.

- 1. Prepare babysitters guide.
- 2. Prepare list of emergency numbers.

Specific Activities for Performance Objective I, Goal III (Cont.)

(Involvement)
(Decision Making)

- (e) The student should receive training in caring for a home.
- (f) The student should receive training in grooming and cleanliness.

- XI. Receive some training in shop and automotive mechanics.
- XII. Receive instruction on political operation of government and voting procedures.
- XIII. Utilization of some of the "Merit Badge Series" activities listed for Boy Scouts of America.

Performance Objectives for Goal III

(Involvement)

- II. The student should be involved in the observation of and the participation in off-campus work which will best prepare him for future life endeavors.

Specific Activities for Performance Objective II, Goal III

- I. Attempt to secure part time jobs for qualified students.
- II. Use facilities of Employment Security with emphasis upon jobs which have a work future.
- III. Use Co-op Program only in an advisory position. Student should be aware of Co-op possibilities as upper classmen.
- IV. Job related activities:
 - (a) Keep a simple budget.
 - (b) Mail order catalog forms should be explained.
 - (c) Credit card and interest rates should be clarified.
 - (d) Unit on banking and checks.
 - (e) Job application procedures continued.
 - (f) Payroll deduction statements explained.
 - (g) W-2 forms explained.
 - (h) Social security, union, hospital insurance plans, life insurance, workmen's compensation, Medicare, etc., are all topics which should be introduced.

Specific Activities for Performance Objective II, Goal III (cont.)

(Involvement)

- V. Continue usage of field trips and resource people. Be certain students are able to list five questions that would be appropriate for interviewing speaker. (List such questions.)

Performance Objectives for Goal III

(Involvement)

- III. Students and school personnel should be involved with parents in planning vocational training or job experiences beyond high school level.

Specific Activities for Performance Objective III, Goal III (Involvement)

- I. Parents may be used as resource people and invited to attend sessions when other guests are present.
- II. Parents should be invited to consult with teachers and counselors in regard to their child's future job potential.
- III. Parents may help by accompanying teacher and students on field trips.

Performance Objectives for Goal III

(Decision Making)

- IV. The students shall be involved in making satisfactory work decisions at home, at school, and in the world of work.

Specific Activities for Performance Objective IV, Goal III (Decision Making)

- I. Student should gain an understanding of what work is in the following ways:
 - (a) Define work. (Something that serves a useful purpose.)
 - (b) Find examples of jobs being done in the home by family members and see how these jobs give dignity to the family unit. (Example: Taking out the garbage helps keep the home clean.)
 - (c) Find examples of useful jobs being accomplished in the community (including garbage collecting). As worthwhile purposes emerge for various jobs which are sometimes considered menial and lacking in status, the individual can see them in a more dignified light.
 - (d) Resource speaker.

Specific Activities for Performance Objective IV, Goal III (Cont.)

(Decision Making)

- II. Students who have part time jobs (paper route, baby sitting, yard work, etc.) can be used as resource persons to explain the satisfactions they get from the jobs; what they don't like; how they are going to spend their money, etc. (All speakers that come into the classroom should be encouraged to talk about the satisfaction they gain and the skills they need for their job.)
- III. Select a natural resource, such as coal, oil, trees, limestone, copper, salt, granite, etc. List a wide variety of finished products made from the resource, and the various occupations that are dependent upon it. Emphasis upon the discovery that a raw material from nature is responsible for a large chain of occupations and ecology concerns.
- IV. Who Uses _____? bulletin board. Who uses math? Who uses shop? Who uses Science? Who uses english? Who uses typing? To develop ability to decide what specific skills are needed in various job clusters.
- V. As a follow-up to earlier self-analysis questionnaires, have students decide on basic Career Requirements. Put words to use on bulletin board and add pictures of people doing various jobs. Words such as: Punctuality, Neatness, Dependability, Friendliness, Cheerfulness, Understanding, etc.
- VI. Build a list of reasons people work. Example: People work for money.
- VII. Use a picture and have students answer question "What would you do if. . . . ?" "Given a choice of pictures the students may write a story about, or his impression of, the picture and what he would do in a similar situation."
- VIII. Each student can make a "Self Box" in art or special education which contains only things which are meaningful to him. (Objects, pictures, mementoes, etc.)
- IX. Subject grid bulletin board:

	Math	English	Soc. Studies	Health	P.E.	Science
Math						
Eng.						
Soc. Stud.				Welfare Worker		

Specific Activities for Performance Objective IV, Goal III (Cont.)

Evaluation: (Involvement)

1. Teacher list a job family along with random job choices, some of which do not belong in that family. Have children eliminate jobs which do not belong.
2. Teacher developed list of jobs on one side and clusters or or job families on other side, for children to match or group.
3. Students should be able to do all of the specific activities listed under Activity IV, Performance Objective II, Goal III.
4. Parents should have an understanding of their child's capabilities and possible job success limitations.
Evaluation: Conferences with parents in regard to educational growth of student and possible educational programs to be pursued.

Specific Goals for Special Education
(Grades 7, 8 and 9 (Cont.))

(Avocations)
(Leisure Time)

- IV. The student should recognize the worth of work and also the individual satisfactions which can be found in the pleasurable and profitable use of leisure time.

Performance Objectives for Goal IV

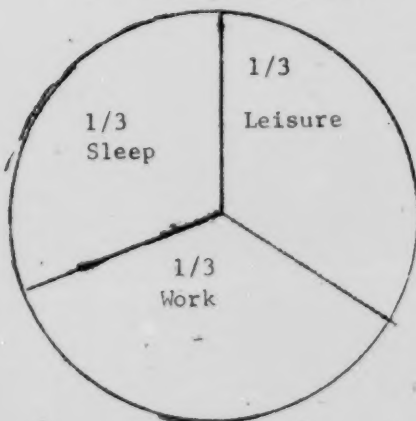
(Avocations)

- I. The student should be able to identify with a wide variety of avocations. (Hobbies, collections, etc.)

Specific Activities for Performance Objective I, Goal IV.

(Avocations)

- I. Discuss how much time per day we sleep and how much time we work or go to school. The teacher may ask the students to list activities that take the remainder of the day. Through class discussion the children can be led to see that activities done in the remaining period of time are labeled "Leisure Time Activities". Label a pie graph to reveal daily activities.



What do you do with your
"Leisure Time"?

(99)

Specific Activities for Performance Objective I, Goal IV. (Avocations)
(Cont.)

II. Education meets leisure and work needs:

- (a) Have students discuss free time in the classroom in order to understand the concept of leisure time.
- (b) Have students spend 15 minutes doing nothing in order to understand the concept of too much leisure time.
- (c) Students will visit volunteer and charity organizations in order to develop an appreciation of good use of leisure time.

III. Invite a parent or another adult with an interesting hobby to come and share his hobby with the class. Discuss relationship of hobbies to occupations.

IV. Resource people:

- (a) Coin collectors.
- (b) Rock Collectors.
- (c) Animal Care.
- (d) Arts and crafts personnel.
- (e) Retired people with varied leisure time activities.

Performance Objectives for Goal IV. (Avocations)

- II. The student should find one or two hobbies or avocations for which he has both interest and capability.

Specific Activities for Performance Objective II, Goal IV. (Avocations)

- I. Students may list or display a hobby and explain how this could lead to a possible career.
- II. The class may have a hobby show. Each child may display and explain his hobby and, if possible, relate the careers to which his hobby could lead.
- III. Establish a classroom craft center where students can, upon completion of regular work, experiment with various hobby or leisure time activities:
 - (a) Weaving projects.
 - (b) Plant growth experiments.

Specific Activities for Performance Objective II, Goal IV.

(Avocations)

- (c) Model building.
- (d) Creative stitchery.
- (e) Threading needles and sewing on buttons (boys).
- (f) Wall hangings.
- (g) Tote bags.
- (h) Hooked rugs.
- (i) Christmas ornaments.
- (j) Macrame.
- (k) Cooking experiments: yeast growth.

IV. Physical fitness as a leisure time activity: bowling, walking, baseball, tennis, football, volley ball, golf, swimming, exercises (charts kept for two week period).

V. Use resource people who have interesting hobbies: coin collecting, ceramics, carving, gardening, sewing, etc.

Evaluation:

1. The student should be interested in at least one activity useful for leisure time pursuance outside the classroom.

Elko City Field Trips Available

POLICE DEPARTMENT:

Contact - Dan Taelour
Number of Students - 30
Days - Any day of the week
Need one week notice for lecture tour, career oriented.
Guide - yes

NORTHEASTERN NEVADA HISTORICAL MUSEUM:

Contact - Howard Hickson
Number of Students - Tour 30, Lecture - no limit
Days - Any day of the week
Need one week notice
Arrange personally for specific program
Guide - yes

FIRE DEPARTMENT:

Contact - Mr. Cash or Fire Chief Fogle
Number of Students - 30
Days - Tuesday or Friday
Need one day notice
Lecture and Guide

CHILTON ENGINEERING:

Contact - Bill Nesbitt
Days - Lecture program in classroom on field of Engineering
Need two weeks notice

ELKO COUNTY LIBRARY:

Number of Students - 30
Days - Monday, Wednesday or Friday
Guide - yes (several on Wed.)

FEDERAL AVIATION ADMINISTRATION:

Contact - Mr. Burns 738-7222
Number of Students - 30
Notice - 1 day
Day - any day after 1:00 p.m.
Possible resource people available
Guide - yes
Tour of flight service and maintenance
Units - Electronics, engineering, transportation, communication

Elko City Field Trips Available (Cont.)

SAFEWAY STORE:

Contact - Mr. Groves 738-6375
Number of Students - 30
Notice - 1 week
Days - Monday, Tuesday, Wednesday at 9:00 or 10:00 a.m.
Guide - yes
Units - merchandising, marketing, sales

ELKO GENERAL HOSPITAL:

Number of Students - 30
Notice - 1 week
Days - any day of the week
Guide - yes
Possible resource people
Units - health occupations

STOCKMENS MOTOR HOTEL:

Contact - Mrs. Ellen Nixon
Number of Students - 30
Notice - 2 days
Days - any week day at 9:00 a.m.
Guide - yes
Units - food services, hotel management

NEVADA STATE HIGHWAY DEPARTMENT:

Contact - Du Caple
Number of Students - 30
Visit shops or construction sight (Carlin Canyon)
Units - Transportation
Construction
Business - Office
Maintenance
Day
Guide - yes
Hardhats, fluorescent vests furnished

SECURITY STATE BANK:

Contact - Mary Jane Mbiola
Number of Students - 30
Visit Bank - observe various operations and employees
Units - Money & Banking
Secretarial, Business & Office
Days - Tuesday, Wednesday & Thursday after 3:00 p.m.
Need two weeks notice
Guide - yes

Elko City Field Trips Available (Cont.)

ELKO COMMUNITY COLLEGE:

Contact - Mr. Sadowski
Number of Students - 30
Visit Science facilities

SPRING CREEK ANIMAL FARM:

Contact - Margie Vollman - 738-8457
Number of Students - 30

ELKO DAILY FREE PRESS:

Contact - John Tewell
Number of Students - 30
Notice - 1 day
Day - Thursday preferably
Time - 1:00 p.m.
Classroom lectures can be arranged

ELKO INDEPENDENT:

Contact - Max Wignall
Number of Students - 30
Notice - 1 day
Day - Any time
Classroom lectures can be arranged

NEVADA POWER COMPANY:

Contact - Mr. McCarthy
Notice - 1 week
Number of Students - 30
Time - 1:00 p.m.

VOGUE LAUNDRY:

Contact - Bert Jones
Notice - 1 week
Number of Students - 15 or smaller
Time - 1:00 p.m.
Day - Tuesday, Wednesday or Thursday
Guide - yes

U. S. POST OFFICE:

Contact - Bryce Ballard
Notice - Several Days
Number of Students - 30 UNDER CONTROL
Time - 1:00 p.m. or 10:00 a.m.
Guide - yes
Resource Person for Classroom

Elko City Field Trips Available (Cont.)

CALIF. PACIFIC UTILITIES CO.:

Contact - Jack Dodd 738-3141

ELKO PLAZA (small interest groups)

Contact - Manager

Albertsons	738-7511
Pennywise Drug	738-7208
J. C. Penny Co.	738-7274
J. C. Penny Auto Center	738-7274
Sprouse-Reitz	738-7612
First National Bank of Nevada	738-7265

CITY GOVERNMENT:

Contact - Jack Sutherland 738-5176

SOIL CONSERVATION SERVICE - SNOW SURVEY:

Contact - Leland Camsey 738-6210
U. S. Soil Conservation Service

RANGE PLANT IDENTIFICATION:

Contact - Leland Camsey 738-6210
U. S. Soil Conservation Service

BRANDING (March) - IRRIGATING (April) - HAYING (Early September) -
BUTCHERING (Fall):

Contact - Bob Dorsa - Ruby Dome Ranches
Lamoille 753-6441
Any age group

ELKO COUNTY HIGHWAY DEPARTMENT:

Contact - Bill Nelson or Secretary
Maurine Monks 738-5036
Any age group

RICKS PRINTING SERVICE:

518 Idaho Str. 738-5766
Upper Grades
Small Groups
Notify several days in advance

BUREAU OF LAND MANAGEMENT:

Contact - Wayne W. Wilde 738-7111
Conservation Careers - Sherman Creek

Elko City Field Trips Available (Cont.)

ELKO CLINIC:

Contact - Mr. George Jukich - X-Ray Tech. 738-3111
762 - 14th Str.
Notice - Several Days
Maximum Number of Students - 15

FIRST NATIONAL BANK OF NEVADA:

Contact - Mr. Ron Wetzel, Mgr. 738-3136
Days - Monday-Friday
Suitable Grades - 5 - 6
Maximum Number of Students - 20
Notice - 2/3 days

SECURITY NATIONAL BANK OF NEVADA:

Contact - Mr. Charles Ballew, Mgr. 738-7203
Days - Tuesday, Wednesday, Thursday
Maximum Number of Students - 30
Notice - 2/3 days

SHEEP SHEARING DEMONSTRATIONS:

Contact - John Carpenter 738-6270
North of Town
Spring

HORSE CARE DEMONSTRATIONS:

Contact - Dick Combs 738-8457
Spring Creek Horse Palace

SKAGGS:

Contact - George Vlamis 738-7175
Days - Monday - Friday
Hours - 9 - 11
Notice - 1 week
Grade Level - 6-8th
Number of Students - 15

MONTGOMERY WARD CATALOG SALES:

Contact - Bob Draper 738-7141
Days - Monday-Friday
Hours - 1:00 - 4:00
Notice - 1 week
Grade Level - 5 - 8

Elko City Field Trips Available (Cont.)

J. C. PENNEYS:

Contact - Manager 738-7474
Days - Monday - Friday
Notice - 1 week
Hours - 9:00 - 12:00
Grade Level - 5 - 8

J. C. PENNEYS:

Contact - Service Manager 738-7274
Days - Monday - Friday

ALEXANDER GRANT & COMPANY, C.P.A.:

Contact - Fred B. Blanchard 738-7157
Days - Any
Grades - 6 - 12
No participation during January - April

ELKO COUNTY SCHOOL DISTRICT CENTRAL OFFICE:

Contact - Betty Carroll 738-5196
Notice - 1 week
Days - Monday, Wednesday, Thursday
Hours - 10:30 - 12:00 or 2:00 - 3:30

VAUGHN, HULL, MARFISI, GOICHOCHEA LAW FIRM:

Contact - Linda Wolverton 738-3191
Small groups - (up to 10 students)
Notice - 2/3 days
Any day and hours

Elko County Resources Available:

Jim Richardson - Juvenile Officer	738-7249
Richard Welsch - Juvenile Officer	738-7249
Ernie Hall - Drugs Juvenile Officer	738-5530
Eric Meale - FBI	738-3676
Chief Don Taelour - Police	738-3131
Leonard Hoskin - Nevada Fish & Game	738-5332
Kathy Parker - Water Sampling	738-5171
Lois Evans - U. S. Forest Service	738-5171
Mr. Max Wignall - Newspaper	738-3611
Mr. John Tewell - Newspaper	738-3118
Mr. Norman Nichols - Livestock	738-7291
Mr. Irving Hackett - Agronomy	738-7291
Mr. Bryce Ballard - Post Office	738-6444
Mr. Ron Wetzel - Banking	738-3126
Mr. Charles Ballew - Banking	738-7203
George Jukich - X-Ray Technician	738-3111
Fred B. Blanchart - C.P.A.	738-7157
Ralph C. Pool - C.P.A.	738-8441
Marjorie Hannah - Secretarial	738-5250
Linda Wolverton - Secretarial	738-3191
James Muth - Geology	738-3762
Robert Randolph - Geology - Goodyear Tire Co.	738-8451
Roger Christ - Telephone - Nevada Bell	738-3177
Art Sciotto - T.V. Engineer - K E L K Nevada Mobile Telephone	
Teresa Paoletti - School Nurse - Grammar #2	738-7161
Mrs. Kay L. Pickett - Commercial Artist	738-8560
Jerry Williams - Commercial Artist	738-7236
Howard Hickson - Artist	738-3418
Robert Vaughan - Attorney	738-7191
Hank Berthiaume - Coin Collecting	738-5726
Bill Anderson - National Weather Service	738-3018
BLM - Geologist	738-7111
Merlin McComb - Fish & Game	738-5332
Eugene Faust - U. S. Geological Survey	738-7615
Wayne W. Wilde - Conservation Careers	738-7111

INTERVIEWING

The interview is not a technique new to children. It's their tools used in making new friends, in finding out who you are and your relationship to their world. They've already discovered the value of a good question. Since interviewing is a means of communication in which they are somewhat adept, children can, with practice, become skillful in interviewing resource persons.

Some processes through which skills of interviewing can be further developed are: (1) role play, (2) tape and critique interviews with each other, and (3) interview friendly home and school personnel.

Role playing within the classroom environment is more than a learning process. Children should be given the right to explore--try their wings--under the supportive leadership of the teacher before they emerge into the real process. Interview the make-believe truck driver or lawyer before the "honest-to-goodness" truck driver or lawyer. This provides security, a confidence in one's ability to succeed as he proceeds into a direct confrontation.

Taping practice interviews provides opportunity for students to offer constructive criticism of their own efforts and those of others. Growth and improvement of their interviewing skills occur as students correct, revise, and redo these tapes.

Students with a purpose, working in small groups, can develop and compile appropriate lead questions to be used in interviewing any specific resource person. Questions will vary with the person being studied, but some questions will be common to all. Encourage students to compile their list of questions. They know what they wish to find out and with cooperative leadership will explore ideas and questions until they arrive at basic questions to accomplish their purpose.

Questions prepared by the student will be readily internalized and comfortably communicated by the interviewer. The teacher will be alert to any opportunity to add information necessary to interrelate ideas and to bridge uneasy gaps.

Before a resource person is to confer with a group of students, it might be helpful to send a list of the basic questions being considered by the class. Both the class and the resource person should understand that the interviewee has the right and responsibility to refuse to answer questions he considers inappropriate.

During the interview the teacher must be alert to bridge any gap in communication if either party is not understanding what is being said. It may be helpful to explain the reason behind the children's questions and how they relate to the area of class concern. As children's ideas relate to areas of class concern, visitors, students and the academic

activities of the classroom will be pulled together. The teacher has to be the bridge.

Students can move curiosity into inquiry, inquiry into the academic domain, and academic performance into healthy character and career development.

...W. Wernick

EXAMPLES OF QUESTIONS CHILDREN CAN USE IN INTERVIEWS

1. What do you do on the job? (Children are interested in how school-taught skills fit in with the world of work.)
2. What tools do you use? Is there a special way of talking about your work?
3. Was this your first-job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?
4. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?
5. Who depends upon your work? Upon whom do you depend for your work?
6. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?
7. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day?
8. What inventions could put you out of work?
9. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Is your kind of work limited to geographical areas?
10. What kind of education is necessary for this kind of work? apprenticeship? trade school? college? advanced degrees? Is there any outstanding personal quality required for this job?
11. About how much money can a person earn in this kind of work? beginning? advanced?
12. When does your employer compliment you? (Or when do you compliment your employees?) When are people fired?

SUGGESTED INFORMATION FOR CLASSROOM GUESTS

General Purpose

To provide children an opportunity to meet and interview adults and to inquire about their careers.

To develop an awareness of the worlds of work in all fields of work. To show how the child's present-day school work relates to work in adult life.

Attire

Wear uniform normally worn to work. Explain its purpose and value (include any safety equipment worn).

Tools, Equipment and Samples of Work

Bring that which is most useful or important on the job. Use same in actual presentation.

You will probably be interviewed by students in the class. During the interview the following points are likely to be considered:

1. Explain a typical day of work
 - (a) Stress the routine as well as the divergent aspects of your work.
 - (b) Storytelling can be valuable. Relate interesting incidents from work.
 - (c) Clarify what you like most and least of your work.
2. Explain what personal satisfactions make the job worthwhile for you.
3. A general idea of salary. Vacation time and other benefits are also of interest at this level.
4. Explain education and experience required.
5. Discuss any definite safety and danger features of the job.
6. When possible, use slides, films, charts, and other audio-visuals.
7. Technical terminology should be used, but it must be explained. Involve teachers by asking them to explain terms.
8. Discuss why you chose a particular career.

Suggested Information for Classroom Guests (Cont.)

9. If your job is seasonal, explain the effect of weather or seasons.
10. Personal:
 - (a) The different geographic locations you have worked.
 - (b) How the job relates to home and family life.
 - (c) Stress the off-the-job activities that are most interesting to you.
 - (d) If and how the job may lead to recreational activities.
 - (e) Your preference for indoor or outdoor work.

INTERVIEWER PREF-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the-occupation. Our society often conditions us to put the emphasis on "products" and "processes" rather than "people". Refocusing to place the emphasis on people is not always easy to accomplish.

Tips

- Try to ask questions about the person you interview.
- Be considerate enough not to ask a questions which might be embarrassing.
- Show genuine interest in the person being interviewed.
- Listen to the response!

For Example

1. How long have you worked in this job?
2. Did you have other jobs before you got this one?
3. Would you say you work primarily with people, things, or ideas?
4. What kind of job security do you have? Is your work seasonal?
5. Are special skills needed to do your job? special knowledge?
6. Is special training required? If so, how do you get that training? Did you get paid during the training period?
7. What did you learn in school that helps you in your present job?
8. Is there a special way of talking about your job; i.e., are there words that are unique to your job?
9. As you see it, what are some of the advantages to your job? some of the disadvantages?
10. Why did you take the job?
11. Do you plan to stay in this job until retirement?
12. If you had your pick of jobs, what would like to do?
13. How do you occupy your time during your off hours? Do you have a hobby? Do you have a part-time job?

Interviewer Prep-Sheet (Cont.)

14. Does your family know much about your job? Could your children describe what you do in your job?
15. Is there anything about your job which gives you a great deal of personal satisfaction and/or pride?
16. What personal qualities are important in your job?
17. How do you feel teachers can be of help to students in the making of career choices, in getting a job, or in holding a job?

INTERVIEWEE PREP-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the occupation. Our society often conditions us to put the emphasis on "products" and "processes" rather than "people". Refocusing to place the emphasis on people is not always easy to accomplish.

Take a moment to consider:

1. How did you get involved in your present occupation?
2. What work experience did you have before you started to work here?
3. Why did you take this job?
4. What do you like about your job?
5. What are some things you do not like about your job?
6. Who depends on your work? Upon whom do you depend?
7. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?
8. How does your job affect your personal life? Do you have to work nights or weekends? Are you tired when you get home? Do you have to travel? What kinds of people do you meet?
9. Do you work mainly with "people" or "things"?
10. Do you work a lot with ideas?
11. Does your job offer opportunities to be creative?
12. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal?
13. Could you briefly describe the personal qualities one would need to do your job--strength, height, agility, ability to think-rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc.?
14. About how much money can a person earn in this kind of work? beginning? advanced?

Interviewee Prep-Sheet (Cont.)

15. Would you recommend this kind of work for your children?
16. How do you spend your time after work? when you are on vacation?
17. If you could have any job in the world, what would you like to be?

Career Visits (Cont.)

"MODEL" CAREER VISIT:

The Model Career Visit puts the emphasis on "people-in-occupations" rather than "products" and "processes". The "person-centered" interview is an integral part of the experience. Many local employers are willing to expend a great deal of time and expense to involve many of their employees.

Considerations for a Model Career Visit:

1. Teacher and class examine the Model Career Visit opportunities and decide upon an appropriate visit.
2. Teacher makes a request to the building principal.
3. Teacher receives confirmation of his or her request.
4. The teacher will call to discuss arrangements being made for the Model Career visit.
5. If possible, it is advantageous for FIRM REPRESENTATIVE TO MEET WITH THE CLASS BEFORE THE VISIT IS TO TAKE PLACE.
6. Teacher prepares the students by reviewing the "person-centered" interview technique.
7. Class visits place of business, small groups have an opportunity to tour areas in the plant to interview at least one employee.
8. A critique is held before leaving the firm premises.
9. Teacher conducts follow-up activities.

A Model Career Visit Includes:

1. Orientation in Schools: A presentation to introduce the firm and to prepare the students for what they are going to see and do.
2. Visit to Place of Business:
 - (a) The large group is divided into smaller groups.
 - (b) Opportunities are provided for students to use the "interview" technique with various employees at the work site.

Career Visits (Cont.)

3. Critique: Participants have a chance to interact with the guides and with each other in a large group setting immediately following the small group encounters.

FOLLOW-UP:

The teacher and the group should evaluate the visit to:

1. See if questions were answered.
2. Decide if the plans they made were satisfactory.
3. Note progress of class understanding and discuss the relationship of things learned to academic endeavors.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the Career Visit.
 - (a) Review some of the materials used and search for new materials.
 - (b) Look up related articles in books at school, at home, and at the public library.
2. Use the experience to correlate the classroom activities with various curriculum areas--to make learning visible.
 - (a) Write thank you letters, letters for additional information, stories, poems, reports, booklets.
 - (b) Organize reports for the class, for other groups in the school, for parents.
 - (c) Create songs and dramatic plays.
 - (d) Produce slide presentations or an 8mm movie.
 - (e) Make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The ecology of the classroom can be improved if enthusiasm for life-centered activities is real.

FIELD TRIP

I. General Purpose:

- (a) To provide children an opportunity to meet and interview adults and to inquire about their careers.
- (b) To provide children an opportunity to become aware of the many different occupations available in the various fields of work.
- (c) To show how the child's present day school work relates to work in adult life.

II. Attire:

Call attention to manner of dress or uniform, and explain its purpose and value (include any safety equipment worn).

III. Tools, Equipment, and Samples of Work:

Emphasize that which is most useful or important on the job. Actual performance (with explanation) of the work involved is most meaningful to the children. Any "hands on" experiences in which the children can participate are most memorable.

IV. Presentation and Interview:

Following are some suggested items which may be covered in the presentation or interview:

- (a) Explain a typical day of work
 - 1. Relate the various activities associated with this occupation.
 - 2. Stress the routine as well as the divergent aspects of the work.
 - 3. Storytelling can be valuable. Relate interesting incidents from the work.
 - 4. State whether your work is typically alone or with groups.
- (b) Explain what personal satisfactions make the job worthwhile for you.
- (c) A general idea of salary range, vacation time, and other benefits are also of interest at this level.
- (d) Explain education and experience required.
- (e) Discuss any definite safety and danger features of the job.

FIELD TRIP (Cont.):

IV. Presentation and Interview (Cont.):

- (f) Slides, films, charts, and other audio-visual aids are helpful.
- (g) Technical terminology should be used, but it must be explained.
- (h) Discuss why you chose the particular career.
- (i) If the job is seasonal, explain the effect of weather or seasons.

V. Personal:

- (a) The different geographic locations you have worked (and why)
- (b) How the job relates to home and family life.
- (c) Stress the off-the-job activities most interesting to you.
- (d) If and how the job may lead to recreational activities.
- (e) Your preference for indoor or outdoor work -- working among many people or more alone.

VI. Other:

- (a) What are some main problems which may be encountered in this occupation?
- (b) What physical requirements are required or desired?
- (c) What attitudes are desirable?
- (d) What qualities do managers look for when hiring?

VII. Comments:

SAMPLE PARENT LETTER

Dear Parents:

This year we want to learn about people - where they work, how they work, how they prepare for their occupations, how they feel about what they do, and how their careers affect their life style. We call this career education.

Would you be willing to be featured as Parents of the Week and come and tell us about you? If you are a housewife, maybe you could teach us to cook or sew. Please sign up.

The goals of this course on interviewing and the organization center are to provide the students with one method of organizing his thinking and planning in order to develop a philosophy to incorporate career awareness in the regular curriculum and to provide the student with ideas and tools to promote the use of interviewing as a worthwhile technique to find out about people and how their job affects their life style.

Sincerely,

ELKO COUNTY SCHOOL DISTRICT
ACTIVITY REPORT
ELEMENTARY CAREER AWARENESS

Teacher _____

Report for _____ to _____

School _____

Grade (or subject area) _____

Career Awareness Field Trips:

Location	Date	Number of Students Involved
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Career Awareness Projects of Activities:

Project or Activity	Duration	Number of Students Involved
---------------------	----------	--------------------------------

Career Awareness Resource Persons:

Name	Subject Area	Number of Students Involved
------	--------------	--------------------------------

New Materials Previewed and Evaluated:

(Especially those found to be outstanding or very poor in your opinion.
If possible, give examples for any poor evaluations.

Any Area of Career Awareness You Feel A Need For Strengthening or
Assistance In:

This questionnaire is needed for the evaluation of the Career Awareness Program currently in progress in our County Schools. The results will be used to strengthen our program. Thank you for your assistance and cooperation.

Verle C. Yensen

PRE AND POST TEST

1. a. Describe how a man's occupation may affect his choice of hobbies.

- b. Describe how a man's occupation affects him as a citizen.

- c. Describe how a man's occupation affects his family.

2. a. Circle the occupations which belong to the Health Services cluster.

doctor

oceanographer

cook

receptionist

dairy farmer

stewardess

veterinarian

x-ray technician

- b. Name one job family and list five (5) related occupations.

3. Circle the interests or abilities needed for each of the following occupations.

a. Auto mechanic

1. Be able to read
2. Is concerned with cleanliness
3. Likes to work with hands
4. Can understand diagrams
5. Enjoys meeting people

b. Cashier

1. Love the outdoors
2. Is a good athlete
3. Knows arithmetic
4. Is able to remember details
5. Enjoys meeting people

c. Lawyer

1. Likes to work with hands
2. Must be a good speaker
3. Likes to work with people
4. Likes to read
5. Enjoys outdoor work

4. Think of an occupation and tell how they use each of the following skills.

Occupation _____

a. reading _____

b. writing _____

Pre and Post Test

4. Cont.

c. spelling _____

d. math _____

e. map skills _____

f. observation _____

g. inferring _____

h. communications _____

SELF AWARENESS

Instructions: If you think you are very good, place an X in the space closest to "good". If you think you are very bad, you would place an X in the space closest to "bad". If you think you are good but not extremely so, you place an X in the second space. If you think you are a little more bad than good, place an X in the third space.

ANDERSON BEHAVIOR RATING SCALE "How I See Myself"

GOOD.....'	'.....'	'.....'	BAD
MEAN.....'	'.....'	'.....'	NICE
FRIENDLY.....'	'.....'	'.....'	UNFRIENDLY
HARDWORKER.....'	'.....'	'.....'	LAZY
SLOPPY.....'	'.....'	'.....'	NEAT
CLEAN.....'	'.....'	'.....'	DIRTY
PLAYFUL.....'	'.....'	'.....'	FIGHTFUL
SAD.....'	'.....'	'.....'	JOYFUL
CHEERFUL.....'	'.....'	'.....'	GROUCHY
BULLY.....'	'.....'	'.....'	NICE GUY
NOISY.....'	'.....'	'.....'	QUIET
INTERESTING... ..'	'.....'	'.....'	DULL
PLEASANT.....'	'.....'	'.....'	UNPLEASANT
SELFISH.....'	'.....'	'.....'	GENEROUS
MANNERLY.....'	'.....'	'.....'	SHOW-OFF
BOSSY.....'	'.....'	'.....'	HELPFUL
HAPPY.....'	'.....'	'.....'	MAD
SMART.....'	'.....'	'.....'	STUPID
UNKIND.....'	'.....'	'.....'	KIND
COOPERATIVE.....'	'.....'	'.....'	GOOF-OFF
MESSY.....'	'.....'	'.....'	CAREFUL
OBEDIENT.....'	'.....'	'.....'	NAUGHTY
CHEATER.....'	'.....'	'.....'	FAIR
POLITE.....'	'.....'	'.....'	AWFUL

SELF AWARENESS
Grades 4-6

Instructions: Read each statement and mark under "sometimes", "never", or "always" the way you see yourself.

	<u>Always</u>	<u>Never</u>	<u>Sometime</u>
MYSELF AT HOME			
I do my share of work	_____	_____	_____
I accept suggestions	_____	_____	_____
I have a sense of humor	_____	_____	_____
I am forgiving and forgetting	_____	_____	_____
I try not to fight	_____	_____	_____
I treat my family like I do my friends	_____	_____	_____
I enjoy being alone some of the time	_____	_____	_____
I am glad I belong to my family	_____	_____	_____
MYSELF AT SCHOOL			
I contribute ideas	_____	_____	_____
I look for good in others	_____	_____	_____
I work as hard as I should	_____	_____	_____
I complete my assignments	_____	_____	_____
I use my time wisely	_____	_____	_____
I try hard	_____	_____	_____
I like school	_____	_____	_____
My work shows I like school	_____	_____	_____
MYSELF WITH MY FRIENDS			
I try to overlook others faults	_____	_____	_____
I try not to argue with others	_____	_____	_____
I am considerate of others	_____	_____	_____
My friends get along better with me than my family does	_____	_____	_____
I like to have lots of friends	_____	_____	_____
I prefer just a few close friends	_____	_____	_____

Self Awareness - Grades 4-6 (Cont.)

- A. What do you think "job cluster" means?
- B. On the back of this paper list as many jobs as you can under the following clusters.

INDUSTRY

COMMERCE

PERSONAL SERVICE

SOCIAL STUDIES

ART

ARE YOU EMOTIONALLY MATURE?

Do you think and act like a real grownup? Or is your behavior still undisciplined and childlike? By giving an honest "yes" or "no" answer to the following questions, you can find out just how you rate in this highly important matter of emotional maturity.

1. Are you generally able to keep smiling when things go wrong?
2. Do you frequently say things you later regret?
3. Can you make important decisions with a minimum of worry, inner conflict and advice-seeking?
4. Do you often get peeved with people and have tiffs with them?
5. Do you think you are getting a pretty fair break out of life?
6. Do you frequently find it hard to see things from the other person's point of view?
7. Do you know how to work when working and play while playing?
8. Do you live beyond your means?
9. Can you endure pain, especially emotional pain or frustration when it is not in your power to change the situation causing it?
10. Do you often fish for compliments or sympathy?
11. Do you attack problems that require solution instead of finding means to evade or avoid them?
12. Are you prone to jealousy?
13. Are you able to "take it" when others tease you?
14. Have you ever contemplated doing physical harm to someone?
15. When you have differences with people, can you usually work out compromises that satisfy you and don't leave hard feelings?

Are you Emotionally Mature (Cont.)

16. Do you often blame others when things go wrong?
17. Do you draw lessons from your defeats and failures instead of finding excuses for them?
18. Do you find it hard to accept criticism without feeling hurt or angry or resentful?
19. Are you able to keep cool in emergencies?
20. Are occasionally inconsiderate of other's feelings?
21. Do you get along well with your parents, relatives, and close friends?
22. Do you give way now and then to violent emotional outbursts?
23. Are you able to say "no" to situations that may provide temporary satisfactions but that, over a longer period, run counter to your best interests?
24. Do you easily take offense at slights or what you interpret as slights?

Every odd-numbered question should be answered "yes" -- every even-numbered question should be answered "no". If you gave the correct answers to 14 or more questions, you are more mature emotionally than the average man or woman. If you answered correctly 19 or more, you are an exceptionally well-adjusted person.

WORK ATTITUDES

Read each statement and decide if it is important or not important.
Put a check mark in the column you choose.

	<u>Important</u>	<u>Not Important</u>
1. Being on time if you work in a factory	_____	_____
2. Finishing a job	_____	_____
3. Cheerful personality if you are an auto mechanic	_____	_____
4. Enjoys leisure time	_____	_____
5. Can make changes easily	_____	_____
6. Being patient if you work with other people	_____	_____
7. Has to have own way	_____	_____
8. Feels proud of a job that is well done	_____	_____
9. Respects other people	_____	_____
10. Is willing to take responsibility	_____	_____

VOCATIONAL DEVELOPMENT INVENTORY

Directions: There are a number of statements about occupational choice and work listed. Occupational choice means the kind of work that you think you will probably be doing when you finish all of your schooling.

Draw a circle around the right answer for you. True (T) if you agree or mostly agree with the statement. False (F) if you disagree with the statement. Erase completely any answer you wish to change. Leave no questions unanswered.

- T F 1. Once you choose a job, you can't choose another one.
- T F 2. In order to choose a job, you need to know what kind of person you are.
- T F 3. I plan to follow the line of work my parents suggest.
- T F 4. I guess everybody has to go to work sooner or later, but I don't look forward to it.
- T F 5. A person can do any kind of work he wants as long as he tries hard.
- T F 6. I'm not going to worry about choosing an occupation until I'm out of school.
- T F 7. Your job is important because it determines how much you can earn.
- T F 8. Work is worthwhile mainly because it lets you buy the things you want.
- T F 9. The greatest appeal of a job to me is the opportunity it provides for getting ahead.
- T F 10. I often daydream about what I want to be, but I really haven't chosen a line of work yet.
- T F 11. Knowing what you are good at is more important than knowing what you like in choosing an occupation.
- T F 12. Your parents probably know better than anybody which occupation you should enter.
- T F 13. If I can just help others in my work, I'll be happy.
- T F 14. Work is dull and unpleasant.
- T F 15. Everyone seems to tell me something different, until now I don't know which kind of work to choose.
- T F 16. I don't know how to go about getting into the kind of work I want to do.

Vocational Development Inventory (Cont.)

- T F 17. Why try to decide upon a job when the future is so uncertain.
- T F 18. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.
- T F 19. I don't know what courses I should take in school.
- T F 20. It's probably just as easy to be successful in one occupation as it is in another.
- T F 21. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.
- T F 22. There are so many things to consider in choosing an occupation, it is hard to make a decision.
- T F 23. I seldom think about the job I want to enter.
- T F 24. It doesn't matter which job you choose as long as it pays well.
- T F 25. You can't go very far wrong by following your parent's advice about which job to choose.
- T F 26. Working is much like going to school.
- T F 27. I am having difficulty in preparing myself for the work I want to do.
- T F 28. I know very little about the requirements of jobs.
- T F 29. The job I choose has to give me plenty of freedom to do what I want.
- T F 30. The best thing to do is to try out several jobs, and then choose the one you like best.
- T F 31. There is only one occupation for each person.
- T F 32. Whether you are interested in a particular kind of work is not as important as whether you can do it.
- T F 33. I can't understand how some people can be so set about what they want to do.
- T F 34. As long as I can remember I've known what kind of work I want to do.
- T F 35. I want to really accomplish something in my work--to make a great discovery or earn lots of money or help a great number of people.

Vocational Development Inventory (Cont.)

- T F 36. You get into an occupation mostly by chance.
- T F 37. It's who you know, not what you know, that's important in a job.
- T F 38. When it comes to choosing a job, I'll make up my own mind.
- T F 39. Choose an occupation which gives you a chance to help others.
- T F 40. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.
- T F 41. I have little or no idea of what ~~working~~ working will be like.
- T F 42. Choose an occupation, then plan how to enter it.
- T F 43. I really can't find any work that has much appeal to me.
- T F 44. Choose a job in which you can someday become famous.
- T F 45. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.
- T F 46. Choose a job which allows you to do what you believe in.
- T F 47. The most important part of work is the pleasure which comes from doing it.
- T F 48. I keep changing my occupational choice.
- T F 49. As far as choosing an occupation is concerned, something will come along sooner or later.
- T F 50. Why worry about choosing a job when you don't have anything to say about it anyway.

PRE TEST AND POST TEST
SIXTH GRADE

Name _____

Date _____

1. Where does your dad go when he goes to work? _____
2. What does he do when he gets to work? _____
3. Where does your Mother go when she goes to work? _____
4. What does she do when she gets there? _____
5. Which of the following skills does he (she) use? (Circle your choices)
 - a. reading
 - b. writing
 - c. spelling
 - d. Arithmetic
 - e. map skills
 - f. observation
 - g. inferring
6. Name as many jobs as you can that are connected with the school:

Circle your answer, or answers, for each of the following questions.

7. What is an occupation?
 - a. What someone does for fun?
 - b. What someone does to be polite?
 - c. What someone does for a living?
8. What is a hobby?
 - a. What someone does for fun?
 - b. What someone does to be polite?
 - c. What someone does for a living?
9. Circle the following jobs that would be related to making maps.

a. aerial photographer	e. truck driver
b. farmer	f. surveyor
c. weatherman	g. lifeguard
d. ship's captain	h. cook

ACTIVITIES

1. Hobby Time:

As a class, list on the board hobbies that are pursued by the students, someone in his home, or immediate circle of acquaintances. Designate and discuss which of these hobbies might be developed into a part- or full-time job or career.

As a follow-up activity, invite one or more persons to come to the class, give a demonstration of his hobby, tell how he became involved in it, why he enjoys it, and if he might develop it into a full-time career.

2. Theme or Oral Report:

Have the students research a career or occupation they think they might desire. Have them find out the training necessary, hours required, range of pay, advantages and disadvantages, fringe benefits, etc. Have them incorporate this information into a theme or an oral report, concluding with a statement of why they think they would choose this work.

As a related activity, have the students research a career or occupation they would not desire and follow the same procedure, concluding with why they would not choose this work.

3. Bulletin Boards:

- (a) Collect pictures from magazines and other sources, showing people working in necessary, ordinary occupations--typists, doctors, carpenters, teachers, etc.
- (b) Collect pictures from magazines and other sources, showing people working in very unusual or glamorous occupations such as actors, TV personalities, models, astronauts, pro football players, etc.
- (c) Make a collage bulletin board of many occupations in one cluster.
- (d) Collect pictures of people who work in various capacities in a given area, such as in a hospital, a school, a supermarket, on a farm or ranch, in the transportation industry, lumber industry, etc. Arrange in a flow-of-work pattern, if possible.

4. I'm a Happy:

Have students prepare a small card with a happy face at one end and a sad face at the other end. Ask them to wear it for a day and put a tally mark on the happy face side each time they see a person enjoying his work, and a tally mark under the sad face when they see a worker who doesn't appear happy.

ACTIVITIES (Cont.)

5. Match the Letter:

Ask four students to go to the board and each write a letter of the alphabet there. Then all students copy the given letters on their papers and write lists of occupations that begin with the four letters written on the board. A time limit may be given. The student with the longest lists or the largest number of occupations is the winner.

Example:

A	N	S	R
Artist	Nurse	Surveyor	Reporter
Analyst	Neurologist	Scientist	Recorder

6. Hangman:

One player draws a scaffold and a noose on the board and silently thinks of an occupation. He draws one blank for each letter of the name of the occupation on the board. The class members take turns guessing letters of the alphabet. If the letters fit in any of the blanks, they are inserted in the proper place. If the letters do not belong to the word, "It" hangs a head in the noose, and body, two arms, two legs, nose, eyes, mouth, ears, etc. as needed when incorrect guesses are given. "It" hangs the class first or they guess the word before the hanging is completed.



E l e c t r i c i a n

7. What Do You Find?

Using only the vowels in the words, list some occupations on the board. Group the occupations by some common characteristic such as tools or vehicles used, where the jobs are performed, such as in a given area--hospital, school, city block--or use closely-related occupations in a cluster. Have the students supply the consonants to complete the words. Each student may have his own paper and work at his desk.

Example:

	<u>School</u>
1. _e_a_e_	Teacher
2. _a_i_o_	Janitor
3. _oo_	Cook
4. _oa_	Coach
5. _ou_e_o_	Counselor
6. _i_i_a_	Principal
7. _u_e_	Nurse

8. List the suffixes for people "who do things". Have the students supply the first part of the word. They may refer to lists of

ACTIVITIES (Cont.)

8. (Cont.)

occupations and will then explore and become familiar with a wide range of occupations. This may be done each day, once a week, or as time permits or emphasis is desired.

- | | | | |
|-------------|-----------|---------------|---------------|
| 1. _____er | teacher | 5. _____ic | mechanic |
| 2. _____or | doctor | 6. _____ant | accountant |
| 3. _____ist | artist | 7. _____clerk | shoe clerk |
| 4. _____ian | physician | 8. _____man | TV repair man |

9. Draw the diagram on the board. Instruct students to find from lists occupations that have the same number of letters as spaces. Again they are exploring and becoming acquainted with many occupations.

Diagram for the preceding activity:

```

Z O O L O G I S T
  D E N T I S T
    N U R S E
      C H E F
        S I N G E R
          B O T A N I S T
            P H A R M A C I S T
  
```

10. Training Categories:

<u>High School or Less</u>	<u>High School Plus Special Training</u>	<u>College Plus</u>
Astronaut	Waitress	File Clerk
Newspaper editor	Doctor	Supermarket clerk
Surveyor	Dentist	Blacksmith
Nuclear engineer	Bus driver	Janitor
Welder	Telephone operator	Civil engineer
Public Health Nurse	Aerospace engineer	Electrician
Teacher	Judge	Typist
Pediatrician	Lawyer	Poultryman
Shoemaker	Singer (popular)	Caterer
Bartender	Singer (opera)	Disc jockey
Painter (house)	Cheese maker	Professor

Write the lists on the board or have the lists duplicated, if possible. Direct the students to rearrange the occupations to correspond with the amount of training required by each.

11. Brainwash:

Choose up teams, five to seven players, depending upon the size of the class. Write the name of an occupation on the board. Each player of each team takes his turn, going to the board to an area designated for his team, and writes a word connected with that occupation. Time may be called when players run out of contributions.

ACTIVITIES (Cont.)

11. Brainwash (Cont.):

Example: Doctor: Hospital X-Ray Bills Medicine
 Scalpel Nurse Pain Bandage Prescription
 Splints Appointment Etc.

12. Identify:

Prepare sets of cards, about ten to a set, according to the size of the class. Use black Magic Marker for one set, red for another, green for a third, etc. Use the following words in each set.

Words to use: Ideas People Animals Things
 Products Services Inside Outside
 Special Skills College Degree

Choose up teams and pass the cards out to each team. Select an area in the room where the students who give the answers go to line up. All teams may go to the side of the room, if possible, or each team may have a different side. The teacher reads an occupation from a list she has prepared. Each student who holds a card applying to that occupation runs to his line and holds up his card for inspection. First team with all and the correct cards to be held up wins that round.

Example: Doctor is held up. Students holding the cards with Ideas, People, Services, Inside, College Degree go up to the line.

Carpenter is held up. Students holding the cards with Things, Inside, Outside, Services, Special Skills go up to the line.

If the class is large, students may just step forward from their places and hold up cards. This would eliminate too much confusion of going up to a line.

This activity could be played in reverse. The teacher will pass a card with an occupation written on it to each student. The teacher will use the prepared set of cards with Ideas, Things, Inside, Etc. on them. As the teacher selects a card and holds it up, the students who have occupations fitting the card requirement will hold up their cards.

Example: Ideas card held up. Students who may have occupation cards with mathematician, editor, meteorologist on them will hold their cards up.

Special Skills card held up. Students will hold up carpenter, plumber, secretary, etc. cards.

ACTIVITIES (Cont.)

13. Oddball:

Make a list of sets of occupations. Each set contains three occupations from one cluster and one occupation from a different cluster. Write the lists on the board, (or duplicate them, if possible), and have the students write the odd job on their paper or circle it if duplicated.

Example

1. Typist	File Clerk	Secretary	<u>Doctor</u>
2. Bookshop Clerk	<u>Farmer</u>	Food Store Checker	Stock Clerk
3. Newspaper Editor	Reporter	<u>Dentist</u>	Proof Reader
4. Bricklayer	Carpenter	Plasterer	<u>Actor</u>
5. <u>Pisc Jockey</u>	Blacksmith	Boilermaker	Shipbuilder
			Soft Drink
6. Paint Industry		Shoe Manufacturing	Industry
Worker	<u>Plumber</u>	Worker	Worker
7. Airline Pilot	Taxicab Driver	<u>Zoologist</u>	Flight Engineer
8. Fisherman	Forester	Fur Farmer	<u>Teacher</u>
9. <u>Banker</u>	Detective	Fire Fighter	Postal Clerk
10. Singer	<u>Judge</u>	Athletic Coach	Hotel Manager
11. Composer	Historian	Author	<u>Electrician</u>
12. <u>Dancer</u>	Laundry Worker	Baker	Upholsterer

Variations of this game could be played using such things as tools, job traits, products, etc.

Example: Tools

1. Chalk	Pencils	<u>Hammer</u>	Chalkboard
2. Shovel	Fencing Pliers	Horses	<u>X-Ray</u>
3. <u>Typewriter</u>	Brush	Paint	Ladder

Inside--Outside

1. Farmer	Rancher	Garbage Collector	<u>Secretary</u>
2. Doctor	Dentist	<u>Fur-trapper</u>	Hotel Manager
3. Milk Man	<u>Nurse</u>	Telephone Lineman	Truck Driver

14. Role Playing or Pantomime:

1. One child will play the role of a waitress who is terribly rude. Two other children will be the customers.
2. One child is a shoe salesman. His customer is a lady who needs a Size 10 shoe but insists on a Size 7.
3. One child is a bus driver who won't obey rules. Other children are his passengers and are upset because the bus doesn't follow its regular route.

ACTIVITIES (Cont.)

14. Role Playing or Pantomime (Cont.):

4. One child is a florist who is careless with his orders. The other children are customers who ordered flowers for a dance, wedding, funeral, and birthday, and the wrong flowers arrived.
5. One child is a rancher who orders a certain part for a swather. A careless clerk left the wrong part out for him, and after a hundred-mile ride and finding the part wouldn't fit, the rancher is back exchanging it.
6. One child is a baker who will not follow recipes or directions. Other children are customers who buy his products.
7. One child is a telegraph clerk. He has never learned to spell. Another child is the customer trying to dictate a message.
8. One child is a shoe repair man who never learned to listen to directions. He is trying to explain a boot heel to the man who brought his shoe in for repairs.
9. One child is an absent-minded gasoline station attendant. He puts gas where and waters what? Another child is his enraged customer.

15. Minute Masterpieces:

Ask for student volunteers to pantomime a person performing the duties of his occupation. The class guesses the occupation.

APPENDIX B
CURRICULUM GUIDE

B

The Generalizations, Concepts, and Subconcepts used in the Career Awareness films and guide originate from the Clark County School District's K-6, 7-9, and 10-12 Social Science Curriculum Guides, originally adopted from the Social Studies Curriculum Center, Syracuse University, Dr. Roy Price, Director.

It is suggested that each teaching unit make use of the generalizations, concepts, subconcepts, and instructional objectives listed in this guide.

Career education is gradually becoming an integral part of the programming from kindergarten through each level of education is increasingly being developed. The progression is described as moving primarily from early awareness, through orientation, to exploration, investigation, training, re-evaluation, and then career proficiency.

The 68 fifteen minute, 16mm career awareness films, developed by the Clark County School District, will serve an important role in this sequential educational process. They concentrate on the middle school year (sixth grade) when the students begin assessing their own interests and abilities, gain experience in decision making, explore broad occupational areas, and tentatively begin to develop occupational plans. The films capitalize on the interests of students ready for career exploration. They will help students develop an awareness of economic and social values, an appreciation for the dignity of work, and prepare them for a successful transition into the world of work in a technologically oriented society. The career awareness program is centered around 68 occupations found in Nevada. In each film is shown one person's career, what it includes, and the story of how this person arrived at this career.

CAREER AWARENESS GOALS

Four basic goals have been synthesized into the Career Awareness film series. It is a film series that:

- 1) Provides exploratory experiences for all students. The films are not to make career experts out of the students or even prepare them to step into a specific career.
- 2) Assists the student in evaluating his interests, abilities, and attitudes. It is essential that career education concern itself with the individual and his potential so he can view the broad world of work and his future place in it.
- 3) Relates career planning to school experiences. Each film shows the practical application of basic academic subjects to the world of work.
- 4) Will develop an awareness of socioeconomic values. The Career Awareness films will lead the student towards an appreciation of individual contributions in the world of work and to an understanding of how individual contributions affect the nation's economy.

The films, along with teaching material available in this guide, will assist students in planning their future, considering the effects of the work environment, and realizing that career changes are possible.

Provided in this "Career Awareness Guide" are:

- 1) The (15) occupational clusters and (68) film titles.
- 2) A work-up for each completed film which includes:
 - a. The Instructional Objectives
 - b. A Film Summary
 - c. Related Vocabulary
 - d. Suggested Pre-Film Classroom Activities
 - e. Suggested Post-Film Classroom Activities
 - f. Related Clark County School District Films
 - g. Local Resource People and Field Trips

The only films available at this time for classroom use are those which have been received by the Department of Instructional Services from the film producer (KLVX, Clark County School District Television Services Department). The work-ups for these films are contained in this guide.

3) An appendix containing:

- a. Suggested Career Awareness Pre-Unit Procedures
- b. A Career Awareness Cross Reference Sheet
- c. Additional Career Awareness Classroom Activities
- d. Sources of Additional Career Education Information and/or Material
- e. The Social Studies Generalizations, Concepts, and Subconcepts Used in Filming

Each section of this guide has been carefully devised to reflect and expand the basic goals of the Career Awareness Program.

ANTHROPOLOGY

Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.

The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action.

Loyalty
Morality and Choice

Interaction
Social Change

Empathy

ECONOMICS

Economic conditions and systems change over a period of time.

In a modern, complex economic system, individuals are dependent upon others for the satisfaction of many of their wants and needs.

Every economic system possesses regularities that make certain forms of prediction possible.

SOCIOLOGY

A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.

The interdependence of groups in a complex, contemporary society serves as a bond that holds that society together.

Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his development and maturation.

Social Control
Social Change
Input and Output
Comparative Advantage
Industrialization/Urbanization
Habitat and its Significance
Interaction
Empathy
Institution
Dignity of Man

Institution
Modified Market Economy
Comparative Advantage
Social Control

GEOGRAPHY

Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.

The character of a place is the product of the past as well as an interim phase in an ever changing existence.

The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.

Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determines which elements of the land are prized and utilized.

CONCEPTS AND SUBCONCEPTS USED IN THE CAREER AWARENESS FILMS

Concepts

Subconcepts

- | | |
|--|--|
| Comparative Advantage: | <ul style="list-style-type: none"> a) A nation, group, or individual must have long-range goals for which to strive and in moving towards these goals, be aware of the advantages and disadvantages that develop along the way. |
| Input and Output: | <ul style="list-style-type: none"> a) Many individuals are producers of either goods or services. b) All individuals are consumers; directly or indirectly they influence the production of items. |
| Industrialization
Urbanization Syndromes: | <ul style="list-style-type: none"> a) Historically the process of industrialization is a product of technical advance. b) The industrial process is both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities. c) Industrialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex. |
| Dignity of Man: | <ul style="list-style-type: none"> a) Human dignity should imply to every citizen the worth of all individuals. b) Worth of an individual cannot be judged by accomplishments or social position. |
| Habitat and Its
Significance: | <ul style="list-style-type: none"> a) Man affects and is affected by his natural environment. b) Climate influences ways of living. c) Habitat tends to direct man until he accepts or alters it. |
| Social Control: | <ul style="list-style-type: none"> a) There are many types of authority that act as means of social control. |
| Morality and Choice: | <ul style="list-style-type: none"> a) Morality implies conscience and choice implies responsibility. |
| Institution: | <ul style="list-style-type: none"> a) Institutions are creations that developed from needs of human beings. |
| Interaction: | <ul style="list-style-type: none"> a) Individuals enter into relationships with a great number of individuals and groups. b) Two general types of interaction are competition and cooperation. |
| Empathy: | <ul style="list-style-type: none"> a) Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others. b) Empathy is a basic function in society in relation to sharing the attitudes and behaviors of others. c) The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or problem. |
| Social Change: | <ul style="list-style-type: none"> a) There are many causes for social change such as the following: <ul style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication & transportation. 4. Innovation as a means of meeting the challenge of social, economic, and political problems. |
| Loyalty: | <ul style="list-style-type: none"> a) Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process. |
| The Modified Market
Economy: | <ul style="list-style-type: none"> a) Expanding industry provides both labor and markets. b) The depletion of natural resources can adversely affect a community that does not have a diversified economic base. c) Supply points for the need of conservation practices for future demands. d) Laws regulating the use of natural resources and controlling human activity benefit the majority. e) Monopoly and competition are essential parts of a free market system. |

OCCUPATIONAL CLUSTERS AND FILM TITLES

Agri-business and Natural Resources

Ranch Hand
Mining Engineer
Dairy Worker

Business and Office

Bank Teller
Certified Public Accountant
Computer Programmer
General Office Clerk
Hotel Desk Clerk
Post Office Clerk
Executive Secretary
Shipping and Receiving Clerk

Communication and Media

Commercial Artist
Telephone Lineman
Telephone Operator
T.V. Engineer
Television News Reporter
Pressman (Newspaper)

Construction

Carpenter
Electrician
Painter
Plumber
Structural Steel/Iron Worker

Consumer and Homemaking

Furniture Upholsterer and Refinisher
Interior Decorator
Child Care - Professional Babysitter

Environment

Forest Ranger
Nursery Worker
Pollution Control Field Investigator

Fine Arts and Humanities

Performing Musician
Casino Dancer

Health

Ophthalmologist
Dental Technician
Pharmacist
Nurses Aide
Physical Therapist
X-ray Technician
Paramedic

Hospitality and Recreation

Waiter
Chef
Casino Security
Casino Dealer
Ski and Marina Resort Worker

Manufacturing

Refrigeration, Heat Installation and Repair
T.V., Appliance Repairman
Slot Machine Mechanic

Marine Science

Marine Biologist
Fish Farmer (Hatchery)

Marketing and Distribution

Store Manager, Food Products
Insurance Agent
Real Estate Agent
Advertising Agency Account Executive

Personal Services

Hair Stylist
Household Pet Service
Nurtician

Public Services

Metropolitan Police Department
Fireman
Lawyer
Teacher
Children's Librarian
U.S. Air Force Personnel
Social Worker

Transportation

Auto Mechanic
Heavy Equipment Operator
Service Station Operator
Teamsters, Truck Driver
Airline Stewardess
Aircraft Pilot and Copilot
Aircraft Controller

Introduction of Career Awareness Film

"RANCH HAND" - INSTRUCTIONAL OBJECTIVES

Habitat and its Significance: The student will understand how the ranch hand has changed the natural environment to meet man's needs.

The student will be aware of how climate affects the career of a ranch hand.

Input and Output: The student will realize that a ranch hand must enjoy working outdoors, physical labor, and spending much of his time alone.

The student will be aware of the various duties of a ranch hand.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a ranch hand.

Dignity of Man: The student will be able to discuss the importance of a ranch hand's career in regards to the operation of the ranch and the ranch's importance to society.

Film Summary:

A ranch hand on a large Northern Nevada cattle ranch demonstrates and discusses his career. Included in his duties are branding and ear-marking calves, trailing cattle to summer grazing, winter feeding, fencing, and haying. The ranch hand's life style is shown throughout the film.

Vocabulary: 1) chaps 2) spurs 3) wean 4) earmark 5) grazing

Pre-Film Classroom Activities:

- 1) Brainstorm the duties of a modern-day ranch hand on a large cattle ranch.
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have the class write a speculative paragraph beginning with a sentence similar to the following:

a. If I were a ranch hand...	d. Ranch hands and animals...
b. I'd like to be a ranch hand because...	e. A ranch hand's horse...
c. Being a ranch hand is...	
- 2) Using any media, have the students illustrate one ranch hand performing his duties.
- 3) Have the students map their ideal ranch. Include the following on the map:

a. buildings.	c. water source.
b. grazing land.	d. roads.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"RANCH HAND"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

"The Cowboy" - Northeastern Nevada Historical Society Film
A-528 Wonderful World of Work "Natural Resources" #2

Filmstrips:

Ag. Bus. and Natural Resources - H. Service S.S.
(machinery, veterinary, feed, seed, chemicals)
G. Crops - Sheep Ranching #636.3 S.S.
National Geographic - Rural America (cowboys)
SVE - Working in U.S. Communities - Group I
SVE - Douglas, Wyoming; Ranch Community
Tray 6 C-3 Agriculture of the Far Western States #2
Tray 6 C-9 Agriculture of the Northwestern States #2

Films are also available from the Agriculture Extension Service.

Transparencies:

A-167 Patterns of Agriculture in the U.S. #2
A-109 Predominant Economics (agriculture and forestry) #2

County Field Trips:

John Carpenter	Dick Combs
Sheep shearing demonstrations	Spring Creek Horse Palace
North of town in early spring	Phone: 738-8457
Contact by phone: 738-6270	Horse care demonstrations
Bob Dorsa - Ruby Dome Ranches	Spring Creek Animal Farm
Phone: Lamoille 753-6441	Contact: Margie Vollmann
Branding - Contact in March	Spring Creek Phone: 738-8457
Irrigating - late April	
Haying - very early Sept.	
for end of season	
Butchering - fall	
No sheep	
Any age group welcome	

Related Library Books:

Author:	Molone	
Title:	An Album of the American Cowboy	N.S.
Author:	Greene	
Title:	Cowboys What Do They Do	N.S.
Author:	Fletcher	
Title:	The Big Book of Cowboys	N.S.

"RANCH HAND"-COUNTY RESOURCES - (Cont.)

Related Library Books (Cont.):

Author:	Elting	S.S.
Title:	First Book of Cowboys	
Author:	Bauer	
Title:	California Ranch Days	S.S.
Author:	Holling	
Title:	Book of Cowboys	S.S.
Author:	Moody	
Title:	Home Ranch	S.S.

Input and Output: The student will be able to discuss the prerequisites necessary to become a registered mining engineer (physical condition, mechanical ability, general and specialized education, on-the-job experience).

The student will be aware that a mining engineer may have duties or tasks in one or more of the following categories, depending on the size of the mining firm: exploration, extraction, equipment, transportation, and refining.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a mining engineer in Nevada.

Habitat and its Significance: The student will be able to consider the fact that a mining engineer must be concerned, not only with the engineering aspect of his career, but also with the ecological aspects (pollution controls - smoke, water, depleted mines).

Empathy: The student will recognize that a mining engineer must be empathetic towards coworkers because his work directly affects their life, health, and property.

Film Summary:

A Nevada mining engineer discusses the job responsibilities of his career. Shown are the aspects of open pit mining which include exploration, extraction, equipment, transportation, and refining. Special emphasis is placed on community life, safety, and ecology. He points out the scarcity of qualified mining engineers.

Vocabulary: 1) open pit 2) geology 3) impurities 4) smelter

Pre-Film Classroom Activities:

- 1) Stimulate interest by using any of the following questions.
 - a. What are minerals?
 - b. What are some of the various metals found in the school?
 - c. Where do they come from?
 - d. How are they taken from the earth?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have the students devise a plan to reclaim a depleted open pit mine.
- 2) Have the class evaluate the practicality of their plans in activity #1.
- 3) Have students discuss the following questions.
 - a. Why do communities develop near mines?
 - b. What services are needed in mining communities?
 - c. What might cause mining communities to grow into cities?
 - d. What might happen to a mining community when the mines are depleted?
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"MINING ENGINEER"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Filmstrips and Cassettes:

Earth Science Series III

N.S.

Exploring the Earth's Surface

Volcanoes

Desert

Atolls

Rivers

Pictures - Geographical Areas

Mining Activities in the Rocky Mountains

#2

Transparencies:

A-108 Fuel & Power

#2

County Resource People:

James Muth- Geology

203 Pine

Telephone: 738-3762

Robert Randolph - Geology

1216 Lamoille

Mesa Metal & Non-Metal Mining

P. O. Box 1434, Elko, Nevada

J. L. Weddle

Telephone: 738-5752

County Field Trips:

Shale Pit (off Mountain City Highway

Fossils

Rock Identification Trip

Mr. James Muth

Related Library Books:

Booklet - Know your Americas

Author:

Greene

Title:

I Want to be a Coal Miner

Grade Level: 1 - 3

Author:

Petersham

Title:

The Story Book of Iron and Steel

Grade Level: 4 - 6

Author:

Petersham

Title:

The Story Book of Gold

Grade Level: 4 - 6

"Mining Engineer"-County Resources (Cont.)

Related Library Books (Cont.)

Author: Petersham
Title: The Story Book of Oil
Grade Level: 4 - 6

Author: Petersham
Title: The Story Book of Coal
Grade Level: 4 - 6

Author: Orr
Title: Geology
Grade Level: 4 - 6

Author: Sanders
Title: The Curious World of Crystals

Author: Adler
Title: The Earth's Crust
Grade Level: 4 - 6

Author: Wolf
Title: The Deepest Hole in the World
Grade Level: 4 - 6

Author: Fireman
Title: What's Inside the Earth?
Grade Level: 2 - 6

Author: Shuttlesworth
Title: The Story of Rocks
Grade Level: 5 - 6

Author: Buehr
Title: Underground Riches S.S.

Author: Fenton
Title: Riches from the Earth S.S.

Author: Markun
Title: The First Book of Mining S.S.

"BANK TELLER" - INSTRUCTIONAL OBJECTIVES

Industrialization Urbanization Syndrome: The student will be able to explain how urbanization has affected the demand for bank tellers.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a bank teller.

Input and Output: The student will indicate the level of training required for a bank teller.

The student will be able to list the duties of a bank teller.

Empathy: The student will be able to discuss how a prospective bank teller might feel because of the requirements demanded by banking institutions (educational, dress and grooming, attitude).

The students will be able to explain why they would like or not like to be a bank teller.

The student will be able to describe the teller's proper behavior toward customers and fellow employees and how it affects business.

Film Summary:

A young woman talks about her career as a bank teller. Shown are the duties and procedures of this bank teller. Cooperation with fellow employees, as well as individual responsibilities such as accuracy and good customer rapport, are emphasized in this film.

Vocabulary: 1) check 2) new accounts 3) branch bank 4) transaction 5) balance

Pre-Film Classroom Activities:

- 1) Have the students write a pre-film "Help Wanted" advertisement. Students should list the requirements they feel are important for a bank teller in their ad. Repeat this exercise after the film has been shown and discussed. Have the students compare their two written "Help Wanted" advertisements.
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Locate and mark on a map of Las Vegas the main office of a major banking institution. Locate and mark each of its branch banks. Use the telephone book to obtain proper addresses.
- 2) Draw a cartoon related to the various duties of a bank teller.
- 3) Conduct a classroom discussion using the instructional objectives above as a guide.

"BANK TELLER"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

SVE - Working in U. S. Communities - Group 1	N.S.
Banker (A-51)	S.S.

County Resource People:

Mr. Ron Wetzel
Manager: First Nat'l. Bank
of Nevada
Telephone: 738-3126
Days Available: Monday-Friday
Suitable Grades: 5 - 6

Mr. Charles Ballew
Manager: Security Nat'l Bank
of Nevada
Telephone: 738-7203
Days Available: Monday-Friday
Suitable Grade: 6

County Field Trips:

See above

Address: 413 Idaho Str.
Hours: Open
Maximum No. of Students: 30
Comment: Give few days notice

Address: 413 Idaho Str.
Hours: Open
Days: Tuesday, Wednesday, Thursday
Maximum No. of Students: 30
Comment: Give few days notice

Related Library Books:

Author:	Laura	
Title:	Let's Go to the Bank	S.S.
Author:	Davis	
Title:	Careers in a Bank	N.S.
Author:	Broude	
Title:	Danny Graham Banker	N.S.
Author:	Withenson	
Title:	Come Work with Us in a Bank	N.S.
Author:	Williams	
Title:	I Know a Bank Teller	S.S.
Author:	Nitsche	
Title:	Money Come Work With Us	S.S.

"CERTIFIED PUBLIC ACCOUNTANT" - INSTRUCTIONAL OBJECTIVES

Industrialization Urbanization Syndrome: The student will develop an understanding that the complexity of business and industry has increased the need for accountants.

Comparative Advantage: The student will be able to recognize the advantages and disadvantages of employment as an accountant.

Input and Output: The student should be cognizant that there are numerous services provided by an accountant.

The student will understand that special training beyond secondary school is essential for accountants.

Interaction: The student will recognize that an accountant must develop a cordial interaction with his clients.

Film Summary:

A Certified Public Accountant (CPA) discusses his career and the services he provides his clients. This discussion includes tax consulting, business and investment advice, and other related accounting services provided by him.

Shown in the film are office facilities, staff, equipment, research materials, and some of the accounting forms used in his office. This Certified Public Accountant is seen interacting with both his staff and clients as well as working by himself on various accounting aspects.

Vocabulary: 1) accounting 2) audit

Pre-Film Classroom Activities:

- 1) Stimulate interest by "brainstorming" and recording the students' ideas on the following suggested question. Do not be concerned if the students don't reach the correct answer.

What is a CPA? (Do not explain CPA)

- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Do one or more of the following suggested activities in class:
 - a. Continue the pre-film "brainstorming" activity by editing and extending the students' ideas.
 - b. Have the students cut out articles or advertisements which show a need for an accountant's services (local newspapers, magazines, financial papers, etc.).
- 2) Conduct a classroom discussion using the instructional objectives above as a guide.

"CERTIFIED PUBLIC ACCOUNTANT"-COUNTY RESOURCES

County Resource People:

Alexander Grant & Company,
Certified Public Accountants
429 Court Street, P. O. Box 1418, Elko, Nevada
Telephone: 738-7157
Contact: Fred B. Blanchard
He agreed to speak to classes and to conduct field
trips through his place of business or to act as a
contact person to arrange other personnel for
leadership.
Suitable for Grades 7 - 12.

Read and Powell,
Certified Public Accountants
491 Fifth Street, Elko, Nevada
Telephone: 738-8441
Contact: Ralph C. Paoli
He will participate as a resource speaker, or will
arrange a field trip for your class.

Comments: Both places of business requested no
participation during the months January
through April

County Field Trips:

Same as above.

"HOTEL DESK CLERK" - INSTRUCTIONAL OBJECTIVES

Industrialization Urbanization Syndrome: The student will understand that hotels, casinos, and other lodging places constitute the greatest number of job opportunities in the "service" industry of this state.

Dignity of Man: The student will understand that a hotel clerk plays a vital position in the management of a hotel.

Input and Output: The student will be aware of the duties of a hotel desk clerk.

The student will recognize that there are certain personal characteristics necessary for success as a hotel desk clerk (neat appearance, courtesy, politeness).

Interaction: The student will understand the importance of human interaction in the hotel clerk's career.

Film Summary:

A Las Vegas desk clerk gives a detailed description of his job responsibilities. Shown are the checking-in procedures used by the hotel and the desk clerk's procedures. The clerk is shown interacting with various hotel employees as well as hotel guests. The importance of greeting the guests cordially and courteously is stressed.

Vocabulary: None requiring pre-film explanation.

Pre-Film Classroom Activities:

- 1) Stimulate interest by having a classroom discussion using the following "lead-in" questions:
 - a. How many hotels do you think there are in Las Vegas?
 - b. Why do people stay in these hotels?
 - c. How would you like to be treated if you checked into one of these hotels?
 - d. Who are some of the people you would meet while checking into one of these hotels?
 - e. What are their job responsibilities?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Divide your class into groups and have them work simultaneously on one or more of the following suggested activities:
 - a. Using a Las Vegas telephone book, determine the approximate number of hotels located in Clark County.
 - b. Locate and mark on a map of Las Vegas each of the major hotels.
 - c. Estimate the number of hotel desk clerk jobs available in Clark County.
 - d. Compile a list of comments or greetings a hotel desk clerk might use on the following types of persons:
 1. An angry person
 2. A happy person
 3. A tired person
 4. A confused person
- 2) Conduct a classroom discussion using the instructional objectives above as a guide.

"HOTEL DESK CLERK"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Filmstrip & Cassette

- SVE - Working in U. S. Communities
- Group I (Flagstaff Arizona Service Community)

Book

- Wilkinson - Come to Work with us in a Hotel - Southside
- Green - I Want to be a Hotel Keeper - Childrens Press - Northside
- Crines - Jobs in Public Service - Lathrop - N.S.
- Crines - Jobs in Personal Services - Lathrop - N.S.

County Field Trips:

Stockmens Motor Hotel

- Mrs. Ann Hornbarger
- Two days Notice
- Days Available: Monday - Friday
- Hours: 9:00 a.m.
- Grade Level: 4 - 6
- Units: Food Service, Hotel Management

- (Also check - Commerical Hotel
- Ranchinn Motor Inn)

Related Library Books:

Author: Green
Title: I Want to be a Hotel Keeper
Source: Children's Press
Grade: 1st

Author: Crines
Title: Jobs in Personal Service
Source: Lothrop
Grade: 5th

Author: Crines
Title: Jobs in Public Service
Source: Lothrop
Grade: 5th

"HOTEL DESK CLERK"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Filmstrip & Cassette

SVE - Working in U. S. Communities
Group I (Flagstaff Arizona Service Community)

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Northside
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Author: Crines
Title: Jobs in Personal Service
Source: Lothrop
Grade: 5th

Author: Crines
Title: Jobs in Public Service
Source: Lothrop
Grade: 5th

"POST OFFICE CLERK" - INSTRUCTIONAL OBJECTIVES

Industrialization Urbanization Syndrome: The student will be able to understand that urbanization requires an efficient system of postal service which demands two kinds of clerks; the window clerk and the dispatcher and distributor.

Interaction: The student will recognize that the postal clerk must interact positively with fellow workers and customers.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a postal clerk.

Input and Output: The student will recognize how fellow workers and the public are dependent on the postal clerk's accuracy and efficiency.

The student will be aware of the educational, attitudinal, and personal requirements needed to become a postal clerk.

Film Summary:

An experienced postal clerk discusses the various jobs that are involved in mail distribution. Shown are the mechanical devices used in sorting, cancelling, and routing mail. The postal clerk emphasizes the personal characteristics of promptness, reliability, and courtesy as being desirable prerequisites for postal clerks.

Vocabulary: 1) dispatcher 2) distributor 3) Civil Service 4) "bid" on a job

Pre-Film Classroom Activities:

- 1) Have students briefly discuss one or more of the following:
 - a. How many letters can be sorted in an hour?
 - b. What do most post office clerks do?
 - c. What stages do you think a letter goes through from the time you write it to the time it is delivered?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have students design their own postage stamp, commemorating their school, etc.
- 2) Have students debate the advantages and disadvantages of being a postal clerk from the information portrayed in the film.
- 3) Have students bring all their "junk mail" to class and make a collage from it.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"POST OFFICE CLERK"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

90 Billion Raindrops	Grades 1 - 6	
Mail Delivery	Grades 3 - 6	
Our Post Office (B-3)		S.S.
Mail Goes Through (History of) (B-6)		S.S.
The Mailman		N.S.

County Resource People:

Mr. Bryce Ballard, Postmaster
Elko Post Office
Telephone: 738-6444

County Field Trips:

See above:
Address: 275 - 3rd Str.
Days: Monday - Friday
Maximum No. of Students: 20/30
Comments: Let them know several days in advance.

Related Library Books:

Author:	Barr	
Title:	Mr. Zip and the U. S. Mail	S.S.
Grade Level:	1 - 4	
Author:	Buchheimer	
Title:	Let's Go to a Post Office	S.S.
Grade Level:	1 - 4	
Author:	Greene	
Title:	I Want to be a Postman	S.S.
Grade Level:	1 - 4	
Author:	Colonus	
Title:	At the Post Office	S.S.
Grade Level:	4 - 6	
Author:	McSpadden	
Title:	How They Carried the Mail	S.S.
Grade Level:	4 - 6	
Author:	Hastings	
Title:	About Postmen	S.S.
Author:	Henriod	
Title:	I Know a Postman	S.S.

"Post Office Clerk" - County Resources (Cont.)

Related Library Books (Cont.)

Author:	Kehr	
Title:	My Hobby is Collecting Stamps	S.S.
Author:	Lewis	
Title:	Stamp Collecting	S.S.
Author:	Petersham	
Title:	America's Stamp	S.S.
Author:	Green	
Title:	Where Does a Letter Go	S.S.

"EXECUTIVE SECRETARY" - INSTRUCTIONAL OBJECTIVES

Interaction: The student will recognize that supervision of clerical employees, cooperation with co-workers, and being tactful and helpful to clients are various types of interaction in which the executive secretary is involved.

Input and Output: The student will recognize that others rely upon the executive secretary for completion of a variety of jobs and services.

Industrialization Urbanization Syndrome: The student will become aware that the vast network of business enterprise has increased the need for more executive secretaries.

Empathy: The student will develop an understanding of the types of behavior an executive secretary would use in order to carry out her duties as a supervisor of other employees.

Comparative Advantage: The student will recognize that experience as an executive secretary may become a "stepping stone" to managerial positions.

Film Summary:

An executive secretary employed by a local hotel that caters to large conventions discusses her job. She demonstrates and discusses the various aspects of her profession. These services include dictation, typing, correspondence, office management; i.e., updating employer's meeting schedules, telephone messages. Another important phase of her job consists of acting as a liaison for her employer between convention sales and other departments in the hotel.

Vocabulary: 1) facets 2) shorthand 3) dictation 4) auditing 5) correspondence

Pre-Film Classroom Activities:

- 1) Stimulate interest by posing and discussing the following questions:
 - a. How many secretaries do you see in a week?
 - b. Are there different types of secretaries?
 - c. What are they?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Do one or more of the following suggested activities:
 - a. Invite the school secretary in as a guest to talk about her job.
 - b. Have a group of students arrange to interview the school secretary in her office or before the entire class.
 - c. Send a contingent of observers to the office to log the duties and tasks of the principal's secretary. Include equipment and forms observed in the office.
- 2) Have the students develop their own form of shorthand (code).
- 3) Conduct a classroom discussion using the instructional objectives above as a guide.

"EXECUTIVE SECRETARY"-COUNTY RESOURCES

F. S. Office Occupations - Southside

County Resource People:

Marjorie Hannah

Member, Business Women's Association

Secretary, Associated Credit Bureau of America Credit
Bureau of Elko

Telephone: 738-5250 (10:00 a.m. to 2:00 p.m.) or
home: 738-7694 (at other hours)

School Principal's Secretaries

Contact your local school secretary

Elko County School District Central Office,

Supt. of Schools

1092 Burns Road, Elko, Nevada

Telephone: 738-5196

Contact: Betty Carroll, Secretary to Supt.

(Ann Dvorak, Bookkeeper, also available)

Comments: It is preferred the resource people be used as a
follow-up to the field trip to the Central Office.
(At least one week notice is essential.)

Days Available: Monday, Wednesday, and Thursday

Hours: 10:30 - 12:00 or 2:00 - 3:30

Vaughn, Hull, Marfisi, Goichoechea Law Firm

530 Idaho, Elko, Nevada

Telephone: 738-3191

Contact: Linda Wolverton

Comments: Two to three days notice is essential.

County Field Trips:

School Office

Contact: Local school.

Elko County School District Central Office, Supt. of Schools

1092 Burns Road, Elko, Nevada

Telephone: 738-5196

Contact: Betty Carroll, Secretary to Supt.

Comments: Four stations to be set up, with small groups of
students rotating from station to station during
the session. (At least one week notice is essential.)

Days Available: Monday, Wednesday, and Thursday.

Hours: 10:30 - 12:00 or 2:00 - 3:30

Vaughn, Hull, Marfisi, Goichoechea Law Firm

530 Idaho Street, Elko, Nevada

Telephone: 738-3191

Contact: Linda Wolverton

Comments: Small groups (up to 10 students) only. Two to three
days notice is essential.

"SHIPPING AND RECEIVING CLERK" - INSTRUCTIONAL OBJECTIVES

Industrialization Urbanization Syndrome: The student will understand that the factors of city size and economics affect career choices and employment conditions of a shipping and receiving clerk (greater demand in urban areas).

Comparative Advantage: The student will be able to explain the ladder benefits of a shipping and receiving clerk (foreman, manager, industrial traffic manager, purchasing agent).

The student will recognize the effect that advance technology has had on the job of a shipping and receiving clerk.

Input and Output: The student will be able to assume the role of a shipping and receiving clerk and describe the various activities performed in receiving a shipment.

Empathy: The student will be aware of the need for safety practices necessary to improve efficiency and worker satisfaction.

Film Summary:

A shipping and receiving clerk employed at a local branch of a national department store chain relates his job responsibilities. They include receiving, warehousing, and distributing merchandise. In these areas the clerk is shown checking incoming merchandise against invoices, operating machinery, and performing manual labor. He stresses and explains the importance of safety practices in the film. He also emphasizes the importance of education as a prerequisite to career advancement.

Vocabulary: 1) merchandise 2) manifest 3) purchase order 4) conveyer belt

Pre-Film Classroom Activities:

- 1) Determine, as a class, items that could and could not be received and/or shipped by a local firm. List the items and continue the list after the class has viewed the film.
- 2) Divide the class into groups and have each group represent a large company. Each "company" should determine the requirements of a shipping and receiving clerk. Continue the companies as a post-film activity.
- 3) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities

- 1) Have the class or a committee draw a time line of what happens to a product from the time it arrives at an unloading dock to the time it leaves the store with the customer.
- 2) Divide the class into "safety committees". Let each committee determine what safety practices should be followed by a shipping and receiving clerk.
- 3) Conduct a classroom discussion using the instructional objectives above as a guide.

"SHIPPING AND RECEIVING CLERK"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

#207

#209 The Wonderful World of Work

County Field Trips:

Skaggs

George Vlamis

Telephone: 738-7175

Days Available: Monday - Friday

Hours: 9:00 - 11:00

Comments: Weeks notice required

Grade Level: 6 - 8

Children: 15 (the best)

Montgomery Ward Catalog Sales

Bob Draper

Telephone: 738-7141

Days Available: Monday - Friday

Comments: Weeks notice required

Hours: After lunch (1:00)

Grade Level: 5- 8

J. C. Penneys

Telephone: 738-7274

Days Available: Monday - Friday

Comments: Weeks notice required

Hours: 9:00 - 12:00

Grade Level: 5 - 8

Related Library Books:

Author: Dean

Title: Careers With an Airline

(Chapter on Shipping & Receiving Clerk)

Source: Lerner

Author: Scharf

Title: The How & Why Wonder Book of Railroads

Source: Morrel

Interaction: The student will recognize the necessity for cooperation between the artist and his clients and colleagues in order to translate oral ideas into visual products.

Input and Output: The student will understand that specialized art training as well as having skill in art is necessary to become a competent commercial artist.

The student will develop an understanding of how a commercial artist's creative skills are used in the field of advertisement.

Industrialization Urbanization Syndrome: The student will recognize that urbanization and advanced technology has increased the career opportunities in the field of commercial art (advertising, cartooning, illustrating, designing, fabric design, etc.).

Dignity of Man: The student will develop an understanding of how a commercial artist serves an integral role in the advertisement industry of our society.

Film Summary:

Mike Miller, an award-winning Las Vegas commercial artist, discusses his career as he creates an actual advertisement for a client. Included in the discussion are his training and background, the production steps, and his interaction with clients and associates. These are visually shown along with the materials of his career. He emphasizes that the creativity of his career provides him with much job satisfaction.

Vocabulary: 1) paste-up 2) camera-ready 3) commercial (artist)

Pre-Film Classroom Activities:

- 1) Display a commercially-prepared advertisement in the classroom and discuss the following:
 - a. What is the purpose of this?
 - b. Who creates this?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Create an advertisement which presents a product or idea. (Media might include painting, cutting and pasting, sketching, pastels, etc.)
 - a. This activity might be preceded by a brainstorming session to come up with a list of marketable ideas or products, or the teacher may provide a list.
 - b. The activity may be followed by a discussion and judging of the effectiveness of the advertisements.
- 2) Have the students bring in a printed advertisement which appeals to them. Conduct a discussion or creative writing activity in which they relate what they like about it.
- 3) Discuss the other aspects of commercial art (greeting cards, fabric design, cartooning, etc.). Divide the class into groups and have each group collect class samples of each.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"COMMERCIAL ARTIST"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Communication and Media E. Publishing
We Print Designs & Pictures F-6

#2

County Resource People:

Mrs. Kay L. Pickett
Pottery demonstration
Class lectures on art
Is a classroom teacher and
will work with all grade
levels.
Phone: 738-8560

Jerry Williams
Art Instructor
Elko Junior High School
Phone: 738-7236
Advance notice necessary

Howard Hickson
Museum Curator
Artist
Grades - 10-12
Phone: 738-3418

County Field Trips:

Ricks Printing Service
Phone: 738-5766
Small Groups. Notify in advance.
Upper grade levels.

Northeastern Nevada Historical Society Building
Contact: Howard Hickson
Programs and demonstrations also available
Films on request.
Phone: 738-3418

Related Library Books:

Author: Braude
Title: Andy Learns About Advertising

N.S.

"TELEPHONE LINEMAN" - INSTRUCTIONAL OBJECTIVES

Input and Output: The student will be aware that being in good physical condition and enjoying outdoor work are two main job prerequisites for a telephone lineman.

The student will understand that telephone linemen perform different tasks when installing cables above- and underground.

Comparative Advantage: The student will recognize that although a telephone lineman's work is physically strenuous and hazardous, there are opportunities for advancement.

Dignity of Man: The student will recognize that the job responsibilities of a telephone lineman are an integral part of the telephone communication system.

Industrialization Urbanization Syndrome: The student will become aware that the density of urban areas has increased demands for telephone utilization and has influenced ordinances for underground installation of telephone cables.

Film Summary:

A telephone lineman for Central Telephone Company discusses and demonstrates the steps necessary for installing telephone cables. Shown is the three-man crew preparing the trucks for the job, planning the job, drilling, setting in the poles, and stringing telephone cables. Underground cable installation is also shown. The hazards of the job are thoroughly discussed as well as the safety procedures necessary to eliminate these hazards.

Vocabulary: 1) conduit 2) auger 3) boom 4) strand

Pre-Film Classroom Activities:

- 1) Stimulate interest by posing and discussing one or more of the following:
 - a. Compare and contrast pre-telephone communication with present day telephone communication.
 - b. Discuss the importance of the telephone.
 - c. What does it mean if a job requires you to be in good physical condition?
 - d. Some jobs have physical hazards. What are some of these hazards?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Complete any pre-film discussions and have the students draw conclusions.
- 2) Plan a language arts experience around the feelings of climbing a telephone pole and, while there, having to work for an extended amount of time.
- 3) Discuss the advantages and disadvantages of aboveground and underground installation of telephone cables.
- 4) Discuss the advantages and disadvantages of working outdoors.
- 5) Conduct a classroom discussion using the instructional objectives above as a guide.

"TELEPHONE LINEMAN"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Transparencies - TQJ - Transportation & Communication Unite
the Nation

Filmstrips - The Telephone and How it Works
The Wonderful World of Work #101
Telephone For the Community
Telephone Workers

County Resource People:

Mr. Roger Christ
Nevada Bell

Mr. Jack Dodd
California Pacific Utilities
331 - 7th Street

County Field Trips:

Nevada Power Company
Contact: Mr. McCarthy
Comment: 1 weeks notice
No. of Students: 30
Time: 1:00

Related Library Books:

Author: Danis
Title: Careers with a Telephone Co.
Source: Luner

Southside Books

Come To Work With Us	Wilkinson	
In A Telephone Co.	Ewil	
I Want to be a Telephone Operator		Greene
Your Telephone & How it Works		Schneider

Dignity of Man: The student will be aware of and appreciate that despite advanced technology in telephone communication, the operator still performs a vital function in assisting handicapped telephone callers.

Input and Output: The student will recognize career attributes for a telephone operator include certain expected behaviors such as courtesy, punctuality, attentiveness, and accuracy.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a telephone operator.

Interaction: The student will understand how others rely on a telephone operator to accurately and quickly complete her tasks during emergency situations.

Industrialization Urbanization Syndrome: The student will recognize that as the population and economy of a society grows, there is an increasing need for communication among the members of that society.

Empathy: The student will be aware of the rights of the telephone operator to receive courteous treatment from her customers.

Film Summary:

A telephone operator for Central Telephone Company discusses and demonstrates the various aspects of her career. Included are scenes of on-the-job training, routine customer services as well as specialized services for handicapped customers, and what operators must do in emergency situations. The telephone operator's equipment is shown and thoroughly explained. Emphasis is placed on the characteristics of courtesy, punctuality, attentiveness, and accuracy.

Vocabulary: 1) supervisory 2) directory assistance 3) punctuality 4) toll call
5) bid for a job (apply)

Pre-Film Classroom Activities:

- 1) Stimulate interest by posing and discussing one or more of the following:
 - a. What are some of the emergency situations in which a telephone operator provides assistance?
 - b. Discuss the importance of a telephone operator.
 - c. Discuss the concept of courtesy and its importance between operator and customer, vice versa
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have the students research the development of telephone equipment and make a time line of this development.
- 2) Have the students illustrate or role play the various facial expressions associated with these types of customers:
 - a. pleased
 - b. irate
 - c. seeking information
 - d. confused
 - e. distressed (emergency)
- 3) Role play various conversations between an operator and a customer using 2 cans and a string as the telephone.

Dignity of Man: The student will be aware of and appreciate that despite advanced technology in telephone communication, the operator still performs a vital function in assisting handicapped telephone callers.

Input and Output: The student will recognize career attributes for a telephone operator include certain expected behaviors such as courtesy, punctuality, attentiveness, and accuracy.

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Post-Film Classroom Activities:

- 1) Have the students research the development of telephone equipment and make a time line of this development.
- 2) Have the students illustrate or role play the various facial expressions associated with these types of customers:
 - a. pleased
 - b. irate
 - c. seeking information
 - d. confused
 - e. distressed (emergency)
- 3) Role play various conversations between an operator and a customer using 2 cans and a string as the telephone.

"TELEPHONE OPERATOR"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Wonderful World of Work - Telephone - w/record - A-527	#2
Communications	#2
The Telephone and How It Works (Tray 3 C-10)	#2

County Resource People:

Mr. Roger Christ
Nevada Bell

Mr. Jack Dodd
California Pacific Utilities
331 7th Street

Related Library Books:

Author:	Greene
Title:	I Want to be a Telephone Operator
Author:	Evans
Title:	I Know a Telephone Operator
Author:	Wilkerson
Title:	Come Work With us in a Telephone Co.
Author:	Danss
Title:	Careers with a Telephone Co.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a television station engineer.

Input and Output: The student will know that training, proficiency, and licensing in the field of electro-mechanics are prerequisites for entry and success as a television station engineer.

The student will be aware that a television station engineer is responsible for operating the electronic equipment that transmits sound and pictures to television receivers.

Interaction: The student will understand that the technical quality of a television station requires a high degree of cooperation between the engineers and electronic technicians.

Industrialization Urbanization Syndrome: The student will be aware that the refinement of technical advances in television has provided an increasing demand for career employment as engineers and technicians in television stations.

Film Summary:

An engineer for KLVX, the Las Vegas educational television station, guides the viewer on a tour of the station. Shown are (1) the master control room, (2) the telecine area, and (3) the color camera studio. He emphasizes that an engineer must be knowledgeable about the equipment and their function in each of the three areas. Discussed throughout the film are the other requirements necessary for being a television station engineer.

Vocabulary: 1) telecine 2) transmitter 3) chip chart 4) master control
5) V.T.R. (videotape recorder)

Pre-Film Classroom Activities:

- 1) Have the students watch two or three minutes of educational television. After the brief viewing, brainstorm this question: "What is necessary to bring this picture to you?"
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Refine the brainstorming conducted in item #2 of the Pre-Film Classroom Activities.
- 2) Have the students collect a large variety of television program listings or advertisements from old television guides or newspapers. Make a collage, montage, etc., with these. The students should be able to relate how the career of the television station engineer might vary in each of these different types of programs.
- 3) If available, produce a television program using the school's V.T.R. equipment.
- 4) Do one of the following activities:
 - a. Arrange to take the class on a field trip to Channel 10 or another television station.
 - b. Make arrangements to have the Channel 10 mobile unit come to the school.
- 5) Conduct a classroom discussion using the instructional objectives above as a guide.

"T.V. ENGINEER"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Television Workers w/record
Eye Gate - Inventions That Helped Communications

County Resource People:

Mr. Art Sciotto
Nevada Mobil Telephone
Chief Engineer K E L K

High School Electronics Teacher

Mr. Sadowski
Elko Community College
Science Instructor

Related Library Books:

Author:	Harris	S.S.
Title:	Behind the Scenes of Television Programs	
Author:	Wilkinson	S.S.
Title:	Come to Work With us in a T.V. Station	
Author:	Stoddard	S.S.
Title:	The First Book of Television	
Author:	Irving	S.S.
Title:	Electronics	
Author:	B. Ray	S.S.
Title:	Careers in a Television Station	
Author:	David	S.S.
Title:	Television & How it Works	
Author:	Gould	S.S.
Title:	All About Radio & Television	

Industrialization Urbanization Syndrome: The student will become aware of how the increase in popularity of television has affected the demand for television news reporters.

Interaction: The student will understand how the advent of television and television news reporters has increased the amount of communication and interaction between members of our society.

Dignity of Man: The student will recognize how a television news reporter must be very objective in reporting news so as to not influence public opinion.

Comparative Advantage: The student will recognize that the public exposure of a television news reporter may lead to opportunities in other fields.

The student will recognize that technical advance does not affect the importance and necessity of the television news reporter.

Input and Output: The student will become aware that television news reporters may gather and edit as well as present news.

Film Summary:

A local television news reporter tells about his job and its responsibilities. They include the gathering, editing, preparing, and presenting of the news. Striving for objectivity is pointed out as being an important characteristic of news reporting. The technical aspects of his career, as well as on-site coverage of news items, are depicted in the film.

Vocabulary: 1) source 2) edit 3) objectivity 4) censorship

Pre-Film Classroom Activities:

- 1) Have the class watch a local newscast the night prior to the showing of the "Television News Reporter." Discuss the steps necessary in preparing each newscast viewed.
- 2) "Brainstrom" with the class the steps necessary in preparing a television news broadcast. Complete this activity after viewing the "Television News Reporter" by adding or deleting steps in the preparation of a news broadcast.
- 3) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Using the school's video or audio equipment, prepare a classroom news broadcast. Include the steps and characteristics (objectivity) necessary in television news reporting.
- 2) Conduct a classroom discussion using the instructional objectives above as a guide.

"TELEVISION NEWS REPORTER"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Eye Gate - Communications Knits our World Together	N.S.
Eye Gate - Inventions That Speed Communications	N.S.
A-7 - Television Workers w/record	S.S.
Eye Gate - Inventions that Helped Communications	N.S.

County Resource People:

Mr. Howard Hickson
N. E. Nevada Historical Museum
(Has helped produce T.V. Special on Elko County)

Related Library Books:

Author:	Wilkinson	
Title:	Come to Work with us in a T.V. Station	S.S.
Author:	Roy	
Title:	Careers With a Television Station	S.S.

"PRESSMAN (NEWSPAPER)" - INSTRUCTIONAL OBJECTIVES

Input and Output: The student will be aware that a newspaper pressman must complete a four-year apprenticeship program.

The student will understand that a newspaper pressman is responsible for the operation of a printing press, as well as the routine maintenance of that press.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a newspaper pressman.

Interaction: The student will understand the necessity for cooperation between the various departments of a newspaper.

Industrialization Urbanization Syndrome: The student will become aware of the technical advancements in printing.

The student will realize that industrialization and urbanization has increased the demand for employment as a newspaper pressman.

Film Summary:

This film is narrated by a newspaper pressman employed by the Las Vegas Sun, a large Southern Nevada daily newspaper. Offset printing procedures necessary in the production of a daily newspaper are shown. His career responsibilities are discussed which include the operation and maintenance of the large printing presses and necessary safety procedures.

Vocabulary: 1) apprenticeship 2) dummy 3) lay out 4) crew

Pre-Film Classroom Activities:

- 1) Have the students bring a recent edition of their family newspaper to class and discuss the steps necessary in its production. Repeat this exercise after the students have viewed the "Newspaper Pressman."
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have the class or a group of students research the development of the printing press. Make a time line of this development.
- 2) Have the students investigate the various methods used in the school office and teacher's workroom for mass reproduction of written material.
- 3) Have a group of interested students develop their own block letters for the printing of a short story. Discuss the effectiveness of their method of printing. (Suggested materials for letters are: soap, sponge, potato, wood, linoleum, and styrofoam.)
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"PRESSMAN" (NEWSPAPER) - COUNTY RESOURCES

County Resource People:

Mr. John Tewel
Elko Daily Free Press

Mr. Max Wignall
Independent

County Field Trips:

Elko Daily Free Press
Contact: John Tewel
No. of Students: 30
Notice: 1 day
Day: Thursday, preferably
Time: 1:00

Elko Independent
Contact: Max Wignall
No. of Students: 30
Notice: 1 day
Day: Anytime

Related Library Books:

Author: Wakin
Title: Jobs in Communication - Lothrop
Grade Level: 4 - 6

Author: Greene
Title: I Want to be a Newspaper Reporter

Author: Seigel
Title: This is a Newspaper

Reno Evening Gazette and Nevada State Journal have in the past offered free newspapers for classroom use including a teacher's manual.

(Manual Title: Newspapers In The Classroom - A Study Guide for Teachers.)

"FOREST RANGER" - INSTRUCTIONAL OBJECTIVES

Input and Output: The student will be aware of the occupational requirements of a professional forester including education, attitude, and aptitude.

The student will realize that the professional forester performs a variety of tasks dependent upon the desired utilization of the forests and lands he is assigned to (forest control, recreation, wildlife habitat, and minerals).

Habitat and its Significance: The student will understand that the creation of a forest service came about as a result of a need to regulate man's use of national forests.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a professional forester.

Interaction: The student will recognize that one of the qualifications for success as a professional forester is the ability to meet and deal effectively with people.

The student will be aware of the interaction and cooperation that must take place between a professional forester and other governmental agencies that work with the nation's natural resources (Bureau of Land Management, Fish and Wildlife Service, and Park Service).

Film Summary:

Garth Baxter, a forest ranger in the Humboldt National Forest of Nevada, describes the responsibilities of his career. He relates that fire suppression, resource management, maintenance of recreational sites, issuance of livestock grazing permits, and liaison with the Bureau of Land Management and the State Fish and Wildlife Service are the main areas of his concern. He stresses the aesthetic values of his career and the forest by taking the viewer on a tour of his ranger district as he discusses these responsibilities.

Vocabulary: 1) aesthetics 2) forage 3) public land 4) renewable resource

Pre-Film Classroom Activities:

- 1) Brainstorm the uses of a national forest.
- 2) Have the students briefly discuss the need of a forest ranger.
- 3) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Refine activity #1 or #2 of the Pre-Film Classroom Activities.
- 2) Divide the class into small groups and have each group prepare a list of rules for recreational use of a campground. Discuss these rules as a class.
- 3) Have the students select one of the following problems faced by the forest ranger:
 - a. fire
 - b. erosion
 - c. vandalism
 - d. over grazing
 - e. pollution
 - f. excessive tree harvestingDemonstrate the problem, solution, or the problem and solution by a creative writing exercise, student-made posters, diagrams, etc.

"FOREST RANGER"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Filmstrips:

A-528	Wonderful World of Work - "National Resources" w/record	#2
W-14	America's Wonderlands (National Parks)	S.S.
Tray 2	B-3 Grand Canyon	N.S.
B-4	Mesa Verdi	
B-5	Our National Park System	B-7 Yosemite
B-6	Yellowstone	B-8 Zion & Bryce

Transparencies:

A-164	Aero-View #106 "Natural Vegetation"	#2
A-165	Aero-View #106 "Major Land Forms"	#2
A-171	Aero-View #112 "Drainage Basins"	#2
A-107	Predominant Economics (Agriculture & Forestry)	#2

County Resource People:

United States Forest Service
Lois Evans
Telephone: 738-5171
Days Available: Monday - Friday
Hours: School time
Weeks notice
Grade Level: 4 - 8

U. S. Forest Service
Kathy Parker
For Water Sampling

Nevada Fish & Game Preserve
Leonard Hoskin
Telephone: 738-5332
Days Available: Monday - Friday
Two Weeks Notice
Hours: School hours
Grade Level: 4 - 8

Elko County Library
Northeastern Nevada Community College
State Library
Northeastern Nevada Historical Museum

County Field Trips:

Same as above:

"FOREST RANGER"-COUNTY RESOURCES (Cont.)

Related Library Books:

Author: Green
Title: I Want to be a Librarian
Source: Children's Press
Grade Level: 1

Author: Colonius
Title: At the Library
Grade Level: K - 3

Author: Barr
Title: Miss Terry at the Library

Author: Voight
Title: I Know a Librarian

Author: Wayne Hyde
Title: What Does a Forest Ranger Do. S.S.
Grade Level: 2 - 6

Author: Floyd James Larbut
Title: Park Rangers & Game Wardens the World Over S.S.
Grade Level: 2 - 6

Author: Buchheimer
Title: I Know a Ranger

"X-RAY TECHNICIAN" - INSTRUCTIONAL OBJECTIVES

Industrialization Urbanization Syndrome: The student will be able to identify the importance and uses of an X-ray machine.

Comperative Advantage: The student will be able to explain the possible physical hazards of the profession.

• Input and Output: The student will be aware of the various duties of an X-ray technician. He will be able to discuss the necessity for technical training of an X-ray technician.

Empathy: The student will be able to explain why an X-ray technician must possess a pleasing personality.

The student will be able to explain why he/she would like to be an X-ray technician.

The student will be able to explain why an X-ray technician might be stern with some patients.

Film Summary:

An X-ray technician at a local hospital demonstrates and talks about the specialized skills involved in X-ray technology. The film depicts equipment used, how it is used, and why it is used. The hazards of the job are enumerated and the safety precautions necessary to reduce these hazards are presented. This X-ray technician uses the highly specialized vocabulary pertinent to his career throughout the film.

Vocabulary: 1) radioactive 2) diagnostic machine

Pre-Film Classroom Activities:

- 1) Obtain some X-ray pictures, showing the various aspects of an X-ray technician's occupation from a local hospital, clinic, or doctor. Have the students construct a device for viewing the developed X-rays (a cardboard box with a light mounted in the back and a cut out screen area the size of the X-ray pictures in front). Discuss what the students see when the room is darkened and the viewing device turned on. Repeat this activity after the class has seen the film.
- 2) As a class, discuss and list what safety precautions are necessary for an X-ray technician. Repeat this activity following the film. Compare the two lists.
- 3) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Plan a language arts experience of oral interpretation and usage. Have the class determine 15 technical words related to the field of X-ray that were unknown before the advent of X-ray.
- 2) Have the class write a speculative paragraph beginning with a sentence similar to the following:
If I had discovered X-ray...
The world without X-ray...
The X-ray technician...
- 3) Conduct a classroom discussion using the instructional objectives above as a guide.

"X-RAY TECHNICIAN"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Community Helpers - "Medical Helpers"	A-291	#2
Wonderful World of Work - "Health Services" W/record	A-528	#2

County Resource People:

Mr. George Jukich
Elko Clinic
Telephone: 738-3111
Days Available: Tuesday and Thursday
Hours: Open
Grade Level: 5 - 6

County Field Trips:

See Above:

Address: 762 - 14th Street, Elko, Nevada
Maximum No. of Students - 15
Comments: Give few days notice

Related Library Books:

Author:	Wilkinson	N.S.
Title:	Come to Work With Us in a Hospital	
Grade Level:	1 - 3	
Author:	Davis	
Title:	Careers in a Medical Center	
Grade Level:	3 - 6	
Author:	Leoenson	
Title:	Come to Work with Us in a Hospital	N.S.

Industrialization Urbanization Syndrome: The student will be able to distinguish that the constant change of society has affected the function of the metropolitan police department officer.

The student will become aware of the social problems created by urbanization.

Empathy: The student will develop an awareness of metropolitan police department officers exercising understanding of people, their behavior, and their problems.

Comparative Advantage: The student will be able to detect some of the risks encountered by metropolitan police department officers while performing their duties.

Input and Output: The student will be aware of the educational preparation necessary, the background clearance check required, and the specialized training provided metropolitan police department officers.

The student will be able to relate the various types of officers in the six divisions of the Las Vegas Metropolitan Police Force and the services provided by each.

Film Summary:

Lieutenant Bart Jacka, head of the Uniform Field Services Division of the Las Vegas Metropolitan Police Department, verbally and visually gives an overview of the structure and workings of the six divisions which comprise the police force. He emphasizes the training, regimental aspects, and semi-military nature of the career. Services provided by the various divisions are shown and discussed.

Vocabulary: 1) apathy 2) regimentation, 3) civil disturbance 4) criminalistic
5) semi-military

Pre-Film Classroom Activities:

- 1) If applicable, use the Junior Deputy Program as a guideline for pre-film discussion.
- 2) Conduct a pre-film discussion around the following questions:
 - a. Why is there a law enforcement agency?
 - b. What would our community be like without this agency?
 - c. What services are provided by this agency?

Post-Film Classroom Activities:

- 1) Refine any pre-film activities used.
- 2) Compare training, services, and support personnel shown in the film with those shown on commercial television (e.g., Rockies, Adam-12, Emergency, Chase, Streets of San Francisco).
- 3) Using any media, have the students show the equipment necessary to operate a metropolitan police department.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"POLICE DEPARTMENT"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Public Service-E. Police and Fire	S.S.
B-2 Our Police Dept.	S.S.
A-36 Laws that Protect People from People	S.S.
Tray I-I-10 The Policeman	N.S.

County Resource People:

Chief Dan Taelour	Ernie Hall
Assistant Chief Phil Gielow	Elko High School
Elko Police Department	Truancy and Drug Officer
Phone: 738-3131	Phone: 738-5530
If unavailable will furnish representative to visit classroom.	

Richard Welsch
Jim Richardson
Elko Juvenile Office
Phone: 738-7249

County Field Trips:

Elko Police Department
Contact: Chief Dan Taelour for appointment
Any age group welcome
Phone: 738-3131

Related Library Books:

Author:	Lattin	
Title:	Peter's Policeman	#2
Author:	Lattin	
Title:	Policeman Around the World	#2
Author:	Braude	
Title:	Jeff Learns about the FBI	N.S.
Source:	Denison	
Grade Level:	4 - 6	
Author:	Ray	
Title:	Careers and a Police Dept.	N.S.
Author:	Reynolds	
Title:	The FBI	N.S.
Source:	Random	

"POLICE DEPARTMENT"-COUNTY RESOURCES (Cont.)

Related Library Books (Cont.):

Author: Thompson
Title: The Story of Scotland Yard N.S.
Source: Random
Grade Level: 4 and up

Author: Newberger
Title: Royal Canadian Mounted Police N.S.
Source: Random
Grade Level: 4 and up

Author: Kuhn
Title: The Story of the Secret Service
Source: Random
Grade Level: 4 and up

Author: Greene
Title: I Want to Be a Policeman N.S.
Source: Children's Press
Grade Level: 2 - 4

Author: Sorten
Title: Let's Go to a Police Station N.S.
Source: Putnam
Grade Level: 3 - 5

Author: Hamhensen
Title: About Policeman Around the World N.S.
Source: Melmont
Grade Level: 4 - 6

Author: Deming
Title: The Police Lab at Work N.S.
Source: Bobb's
Grade Level: 5 and up

"ATTORNEY" - INSTRUCTIONAL OBJECTIVES

Input and Output: The student will understand that proficiency in reading and oral and written language is a prerequisite for entry and success as an attorney.

The student will recognize that individuals depend on an attorney for a variety of tasks. (Attorneys represent their clients in courts of law, negotiate settlements out of court, work with legal documents, and conduct investigations.)

Interaction: The student will recognize that an attorney's effectiveness is dependent upon his ability to interact with a variety of individuals (clients of different backgrounds, legal colleagues, law enforcement officers, employees, witnesses, etc.).

Morality and Choice: The student will become aware that it is an attorney's responsibility to aid and protect a client within the law.

Comparative Advantage: The student will be aware that there are both advantages and disadvantages to being an attorney.

Film Summary:

A burglary in progress and the apprehension of the burglar introduce this Career Awareness film on the attorney. Mr. Robert Archie is retained as legal counsel by the burglary defendant. The legal research and interaction between attorney, defendant, and other people necessary in the preparation of the case, are shown and discussed. Other aspects of the attorney's legal practice, unrelated to this case, are mentioned and visually depicted. Because of the students' interest in the defendant's case, this film may warrant a second viewing to focus on the career.

Vocabulary: 1) defense 2) defendant 3) advocate

Pre-Film Classroom Activities:

- 1) Discuss one or more of the following questions about a trial attorney:
 - a. What does a trial attorney do in the course of a day's work other than appear in court?
 - b. How much time does a trial attorney spend arguing cases in court?
 - c. With whom might a trial attorney work?
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Refine the discussion generated by the questions in pre-film activity #1.
- 2) Using small groups, have each group investigate and report their findings on one of the following:
 - a. Other services provided by an attorney that do not require a trial.
 - b. Educational prerequisites for becoming an attorney.
 - c. Possible job opportunities available to an attorney through advancement or law specialization.
 - d. Advantages and disadvantages of being an attorney.
- 3) Conduct a classroom discussion using the instructional objectives above as a guide.

"ATTORNEY"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Children and the Law A-380

S.S.

County Resource People:

Vaughan, Hull, Marfisi, & Goecoechea

Telephone: 738-7191

Days Available: Monday - Friday

Hours: School time

Weeks notice

Grade Level: 6 - 8

Loyalty: The student will recognize that a positive attitude towards himself and his country is necessary for success in the military service.

Comparative Advantage: The student will be aware of the advantages (compensation, fringe benefits, education advancements) and the disadvantages (24-hour call, regulations, relocation of personnel) of the military service.

Interaction: The student will recognize that a person in the military must interact with other military personnel according to his position and rank.

Input and Output: The student will be aware of the numerous career opportunities available through military training and education.

Industrialization Urbanization Syndrome: The student will become aware of the fact that technical advances of the military have increased the demand for career military personnel.

Film Summary:

First Sergeant John Mark, stationed at Nellis U.S. Air Force Base (Las Vegas, Nevada), describes his career and the responsibilities he has to the Air Force, and the health, morale, and welfare of the men assigned to the 57th Combat Support Squadron. His office is responsible for providing counseling, maintaining discipline, preparing performance reports, arranging for and inspecting housing, and coordinating the continuing education of the men assigned to him. He discusses the self-sustaining nature of the base and the services offered on it to Air Force personnel.

Vocabulary: 1) self-sustaining 2) dual qualification 3) leave 4) commissary

Pre-Film Classroom Activities:

- 1) Have the class discuss the various branches of military service available to men and women.
- 2) Conduct a pre-film discussion on the various careers available in the U.S. Air Force.
- 3) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Refine activity #2 of the Pre-Film Classroom Activities.
- 2) Have the students gather and display pictures of various careers available in the Air Force.
- 3) Have the students gather and display pictures of individuals in the various branches of military service. Research and list beneath each picture the career opportunities offered by that particular branch of the service. Pictures may be obtained from magazines, recruiting offices, newspapers, etc.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"U.S. AIR FORCE"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

Sonic & Supersonic Sound
Air Transportation

N.S.
N.S.

County Resource People:

Army or Navy Recruiter

County Field Trips:

Federal Aviation Administration

Contact: Mr. Burns
Telephone: 738-7222
No. of Students: 30
Notice: 1 day
Day: Any day after 1:00

Related Library Books:

Author: Loomis
Title: The Story of the U.S. Air Force
Source: Random
Grade Level: 4

N.S.

Author: Weller
Title: The Story of the Paratroops (*)
Air Force Space Digest (**)
Source: (*) Random
(**) Putnam

N.S.

Author: Cook
Title: Fighter Planes That Made History
Source: Putnam

N.S.

Author: Caidin
Title: Test Pilot
Source: Dutton
Grade Level: 4

N.S.

Author: Knight
Title: The Big Book of Real Helicopters
Source: Grossett
Grade Level: 4

N.S.

Author: Caiden
Title: Angels
Source: Lippincott
Grade Level: 6

N.S.

"U.S. AIR FORCE"-COUNTY RESOURCES (Cont.)

Related Library Books (Cont.):

Author:	Warhousin	
Title:	Pioneers in Flight	N.S.
Source:	Hammond	
Grade Level:	6	
Author:	Funderbuck	
Title:	The Early Birds of War	N.S.
Source:	Grosset	
Grade Level:	4	
Author:	Reeder	
Title:	The West Point Story	N.S.
Source:	Random	
Grade Level:	4	
Author:	Rusenber	
Title:	The Story of the Naval Academy	N.S.
Source:	Random	
Grade Level:	4	
Author:	Castillo	
Title:	All About the U.S. Navy	N.S.
Source:	Random	
Grade Level:	4	
Author:	Brande	
Title:	Roy Visits the Air Force Academy	N.S.
Grade Level:	3 - 6	

"CHILDREN'S LIBRARIAN" - INSTRUCTIONAL OBJECTIVES

Interaction: The student will recognize that the degree of interaction required of a librarian depends on his/her area of specialization.

Input and Output: The student will be able to discuss the possibility of specialization in certain areas of library science (technical services, public services, law, corporate).

The student will be aware of the educational requirements of a librarian.

The student will understand that a librarian's major job responsibility is service to the public regardless of age or need.

Comparative Advantage: The student will debate the advantages and disadvantages of a librarian's career (hours, fringe benefits, attitude, aptitude, job responsibilities).

Film Summary:

Nancy Cummings, a children's librarian for the Clark County Public Library, discusses and demonstrates her career responsibilities in the children's section. Her duties include planning and implementing a variety of library programs for children and supervising her department. Other areas of library specialization such as adult services, corporate law, colleges, universities, etc., are mentioned as alternative careers.

Vocabulary: None requiring pre-film explanation.

Pre-Film Classroom Activities:

- 1) Discuss as a class the type of activities the students would like to see offered in a library.
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have the students illustrate an activity they liked best in the film. Prepare a display of the illustrations.
- 2) Send a group of students to interview the school librarian as to the services provided by the library. Have the students relay their findings to the class.
- 3) Locate and mark on a map of Las Vegas all the libraries available. Include schools, public (main and branch), private, specialized, etc. The telephone book can be used to obtain the addresses.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"CHILDREN'S LIBRARIAN"-COUNTY RESOURCES

County Resource People:

Elko County Library
Northeastern Nevada Community College
State Library
Northeastern Nevada Historical Museum

County Field Trips:

Elko County Library
Northeastern Nevada Community College
State Library
Northeastern Nevada Historical Museum

Related Library Books:

Author: Green
Title: I Want to be a Librarian
Source: Children's Press
Grade: 1st

Author: Colonius
Title: At the Library
Grade: K - 3

Author: Barr
Title: Miss Terry at the Library

Author: Voight
Title: I Know a Librarian

Industrialization Urbanization Syndrome: The student will become aware of what effects, if any, the technical advance of "self-service" pumps would have on the career opportunities of service station operators.

The student will develop an understanding of how the growth of population in urban areas has increased the job market for service station operators.

Comparative Advantage: The student will be able to discuss the advantages and disadvantages of being a service station operator.

Input and Output: The student will understand that a service station operator's job involves accommodating and administering prompt and courteous service to customers.

The student will become aware that success as a service station operator requires the development of certain automotive competencies and on-the-job training.

Film Summary:

A local service station operator discusses the services provided by his station which include the maintenance and repair of automobiles, the selling of automotive parts, and other related garage services. Also shown are the island services of pumping gasoline, cleaning windows, checking under the hoods of cars, and giving directions. The operator places emphasis on the importance of customers to his business, and therefore the need for giving them courteous service.

Vocabulary: 1) transmission 2) island (service station) 3) carburetor 4) tune-up
5) lube

Pre-Film Classroom Activities:

- 1) Brainstorm the services provided at a service station.
- 2) Use the prepared film summary as a guide for a pre-film classroom discussion.

Post-Film Classroom Activities:

- 1) Have the class do a creative writing experience focusing on "Las Vegas without service stations." Encourage the students to explore possible alternative means of transportation as well as the confusion created by the situation.
- 2) Have students design a service station which will accommodate transportation for the year 2000.
- 3) Have the class assume the role of a service station owner; have them make a poster advertising their station and the services it provides.
- 4) Conduct a classroom discussion using the instructional objectives above as a guide.

"SERVICE STATION OPERATOR"-COUNTY RESOURCES

Related Elko County School District Films/Filmstrips:

A-525	Wonderful World of Work - "Service Station Workers"/record	#2
A-60	Neighborhood Auto Service Station - Filmstrip	S.S.
	Standard Oil of California - Story of Oil	N.S.
Tray 3	C-10 How Our Service Station Helps Us - Filmstrip	N.S.

County Field Trips:

Penneys Automotive Center
Phone: 738-7274
Days: Monday - Friday
Time: As convenient for school

County Highway Department
Contact: Bill Nelson
Secretary: Maurine Monks
Phone: 738-5036
Any Age Group

Related Library Books:

Author: Baker
Title: I Want to be a Service Station Attendant

Determine which Career Awareness films you are going to use with your unit and the time necessary to complete it. The only films available for classroom use at this time are those which have been received by the Department of Instructional Services from the film producer (KLVX, Channel 10). The work-ups for these films are contained in this guide.

A positive attitude toward themselves and the world of work should be developed in the students through discussions, activities, and other educational experiences. Each should be as wide-ranging and spontaneous as possible and develop within the students the following:

- 1) **SELF-AWARENESS:** To help the student establish a positive value system of his own; build his own self-esteem; take pride in his own self-identity and cultural heritage.
- 2) **SOCIAL INTERACTION:** To aid the student in assessing the personal worth of himself and others; develop attitudes and social skills necessary for living within a rapidly changing society; dignity of work.
- 3) **DECISION MAKING AND PROBLEM SOLVING:** To examine alternatives available to the student in solving his own problems; wise use of leisure time; self-management and responsibility; build skills for coping with change.
- 4) **ECONOMIC AWARENESS:** To present options and rewards in choice of careers; socioeconomic needs of individuals and society; specialization and interdependence; wise consumerism.
- 5) **OCCUPATIONAL PREPARATION:** To assist the student in application and evaluation of his school and community experiences; academic skills; job skills and preparation; pride in workmanship; continuing process of education.

Personal interest, abilities, and aptitudes should be discussed. Explain the cluster concept and discuss the variety of jobs within a cluster. Indicate to the students that they will see how one career depends upon or relates to others. Point out that only 68 specific careers have been filmed, but that many more could be included under each cluster.

Each "Instructional Objective" contained in the software is depicted in the film either orally or visually. They can be used by the teacher for pre- or post-film questioning or discussion. The film summary accurately describes the film and can be used to conduct an indepth pre-film discussion. In addition, the pre- and post-film activities offer the teacher a variety of suggested activities and questions that can enhance and improve the unit.

BRAINSTORMING

Brainstorming may be used to stimulate greater idea fluency. The class is to focus on a particular problem such as services provided at a service station; what is necessary to bring a television picture into the classroom; or the duties of a modern ranch hand. The students give as many ideas as possible that might provide the solution/s to the problem. There are some rules that should be followed during brainstorming. They are as follows:

- 1) No criticism is allowed of another's idea.
- 2) The more ideas to a solution/s, the better it is.
- 3) The integration and combination of stated ideas are welcomed.

- 4) Evaluation of ideas after all have been presented is to be done by the students.
- 5) A follow-up discussion is conducted after the students view the film.

District films and resource people needed to supplement the unit should be arranged for in advance. Teachers wanting to emphasize specific areas of career education should refer to the "Career Awareness Cross Reference Sheet." The film listed under each will visually or orally cover that particular area sufficiently enough to conduct an indepth lesson.

The films reflect both positive and negative ideas about the career and responsibilities associated with them. All the information provided and depicted in each film has been taped and filmed on-the-job. From time to time, remind the students that the film presents only one person's attitudes and experiences.

Questioning preceding or following each film should stimulate self-evaluation, relate occupational planning to school experiences, and develop an awareness of socioeconomic values. Many times there are no right or wrong answers because what is considered an advantage by one student is considered a disadvantage by another. Personal strengths and assets will also affect a student's answer. Students should be encouraged to investigate any career interesting to them. A great deal of good occupational literature is available, especially from government agencies, at no cost, but only directly to school personnel. Supplement your unit by contacting local offices or the headquarters of the following agencies:

U.S. Department of Labor: The Bureau of Labor Statistics and
the Manpower Administration

Local recruiters from the various branches of the armed forces

State-employment Service

Universities, colleges, and technical schools

Local and regional industrial firms, trade associations, and labor unions

Material from the latter three listed can give an important local dimension to your unit by providing specific information about occupational and educational opportunities in our community. Take advantage of the assistance these agencies can provide for you and your students. Sources of additional information, pamphlets, and commercially prepared material are listed in this guide. Additional Career Awareness activities and the specific generalizations, concepts, and subconcepts used in the filming of the 68 Career Awareness films are provided for your use.

CAREER AWARENESS CROSS REFERENCE SHEET

Listed below are 28 important concepts of the world of work. The Career Awareness films that are listed beneath each concept place some emphasis on the particular area, either visually or orally.

- 1) SAFETY
Service Station Operator
X-Ray Technician
Newspaper Pressman
T.V. News Reporter
Shipping & Receiving Clerk
Mining Engineer
Telephone Lineman
- 2) HOBBIES
General Office Clerk
Newspaper Pressman
Computer Programmer
T.V. Engineer
Commercial Artist
Telephone Operator
Telephone Lineman
- 3) FAMILY LIFE
Newspaper Pressman
Carpenter
Bank Teller
Slot Machine Mechanic
- 4) RETIREMENT
Post Office Clerk
Slot Machine Mechanic
Telephone Operator
U.S. Air Force
- 5) ADVANCEMENT
Computer Programmer
Shipping & Receiving Clerk
Post Office Clerk
Mining Engineer
Service Station Operator
Telephone Operator
Telephone Lineman
U.S. Air Force
- 6) APPRENTICESHIP
Newspaper Pressman
Certified Public Accountant
Carpenter
- 7) SELF-EMPLOYMENT
Carpenter
Service Station Operator
- 8) PRIDE
General Office Clerk
Commercial Artist
Carpenter
Slot Machine Mechanic
- 9) HONESTY
Certified Public Accountant
- 10) ECOLOGICAL IMPLICATIONS
Mining Engineer
Forest Ranger
- 11) SPECIALIZATION
All Films
- 12) OUTDOOR WORK
Service Station Operator
Ranch Hand
Telephone Lineman
- 13) INDOOR WORK
Hotel Desk Clerk
Certified Public Accountant
Executive Secretary
X-Ray Technician
T.V. Engineer
General Office Clerk
Librarian
Post Office Clerk
Newspaper Pressman
Commercial Artist
Bank Teller
Computer Programmer
Telephone Operator
Slot Machine Mechanic
- 14) INDOOR-OUTDOOR COMBINATION
T.V. News Reporter
Shipping & Receiving Clerk
Carpenter
Mining Engineer
Forest Ranger
U.S. Air Force
- 15) COOPERATION (with clients)
Hotel Desk Clerk
Certified Public Accountant
Commercial Artist
Carpenter
Bank Teller
Forest Ranger
Librarian
- 16) COOPERATION (with other employees)
Hotel Desk Clerk
General Office Clerk
Newspaper Pressman
Computer Programmer
Executive Secretary
T.V. News Reporter
Commercial Artist
Post Office Clerk
T.V. Engineer
Shipping & Receiving Clerk
Ranch Hand
Telephone Lineman
U.S. Air Force
Forest Ranger
Librarian
- 17) SPECIFIC DISADVANTAGES
X-Ray Technician
General Office Clerk
Newspaper Pressman
Service Station Operator
Ranch Hand

18) CREATIVITY

Computer Programmer
T.V. Engineer
Commercial Artist
Carpenter
Librarian

19) WORK QUALIFICATIONS

Ranch Hand
Telephone Lineman
X-Ray Technician
Service Station Operator
General Office Clerk
Bank Teller
Computer Programmer
Mining Engineer
Executive Secretary
Carpenter
T.V. News Reporter
Commercial Artist
T.V. Engineer
Shipping & Receiving Clerk
Certified Public Accountant
Post Office Clerk
Telephone Operator
Slot Machine Mechanic
Forest Ranger
Librarian

20) COMPANY RULES

Hotel Desk Clerk
Post Office Clerk
Telephone Operator
U.S. Air Force

21) PUBLIC RELATIONS

Hotel Desk Clerk
Certified Public Accountant
X-Ray Technician
Bank Teller
General Office Clerk
Slot Machine Mechanic
Executive Secretary
Telephone Operator
T.V. News Reporter
Service Station Operator
Forest Ranger
Librarian

22) DECISION MAKING

T.V. News Reporter
Mining Engineer
Librarian

23) PERSONAL STRENGTHS,
WEAKNESSES, & INTERESTS

X-Ray Technician
Slot Machine Mechanic
General Office Clerk
Telephone Operator
Computer Programmer
Ranch Hand
Executive Secretary
Telephone Lineman
T.V. Engineer
Shipping & Receiving Clerk
Certified Public Accountant
Post Office Clerk

Commercial Artist
Service Station Operator
Forest Ranger
U.S. Air Force

24) ON-THE-JOB TRAINING

Newspaper Pressman
Ranch Hand
Telephone Lineman
T.V. Engineer
Post Office Clerk
Carpenter
Bank Teller
Slot Machine Mechanic
Telephone Operator
U.S. Air Force

25) TOTAL COVERAGE OF CAREER

Hotel Desk Clerk
Telephone Lineman
X-Ray Technician
Newspaper Pressman
Computer Programmer
T.V. Engineer
Bank Teller
Certified Public Accountant
Commercial Artist
Mining Engineer
Telephone Operator
Ranch Hand
Forest Ranger
Librarian

26) JOB OPPORTUNITIES

X-Ray Technician
Computer Programmer
T.V. Engineer
Commercial Artist
Carpenter
Mining Engineer
Ranch Hand
Librarian
U.S. Air Force

27) JOB SATISFACTION

X-Ray Technician
Commercial Artist
General Office Clerk
Certified Public Accountant
Newspaper Pressman
Post Office Clerk
Executive Secretary
Bank Teller
T.V. News Reporter
Service Station Operator
Carpenter
Telephone Operator
Slot Machine Mechanic
Ranch Hand
Telephone Lineman
Forest Ranger
Librarian
U.S. Air Force

28) COMMUNITY LIFE

Mining Engineer
Bank Teller
U.S. Air Force

CAREER AWARENESS ACTIVITIES

The following activities are intended as suggestions and may be incorporated into an ongoing Career Awareness unit.

- 1) Assign: "Develop a resume or data sheet listing the major things about yourself that you believe might be of interest to an employer."
- 2) Have students keep an activity log and analyze in terms of interests, goals, or values, and abilities.
- 3) Have the class name some occupations requiring special kinds of personality traits.
- 4) Discuss what has influenced who you are today. Examples are family, travel, extra-curricular activities; list others.
- 5) Role play or dramatize a "This is Your Life" program.
- 6) Have students make drawings or self-portraits and ask:
 - a. How do you see yourself?
 - b. What traits or skills do you have that you like?
 - c. What traits or skills would you like to develop?
- 7) Role play some value conflict situations, i.e.,
 - a. within the individual
 - b. between workers
 - c. between the worker and the organization
- 8) Discuss: "How would you define success: What values and specific goals are implied by your definition? e.g., power, fame, contentment, money."
- 9) Discuss work performances and related ideas. Have students select occupations illustrating each of the following on a continuum and then pick the most and least preferred occupation.
 - a. Routine.....Varied
 - b. Indoor.....Outdoor
 - c. Hazardous.....Nonhazardous
 - d. Precise.....Approximate
- 10) Interview workers in different job clusters about their interests.
- 11) Make career charts relating careers, training, and school subjects.
- 12) Debate: "Interests are more important than abilities in choosing jobs."
- 13) Ask students to list occupations they reject as a way of revealing interests.
- 14) Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss the relationships to tentative career choices.
- 15) Have students list occupations which have some very specific physical characteristic requirements, e.g., sports, construction work, high speed assembly line work.
- 16) Have students survey others (parents, teachers, workers, etc.) to determine how they rank the various rewards of work.
- 17) Have students develop skits on various work settings, i.e., an assembly line, or a sales conference, and discuss the talents or skills that seem necessary to carry out the various roles.
- 18) Have students interview workers for "typical day" activities. Describe the interests expressed.
- 19) Develop a free association exercise in which occupations are named and talents or skills that come to mind are described.
- 20) Have students study occupations seen on TV, motion pictures, and other media. Have students record what is displayed as desirable, e.g., adventure, power, status, income, etc.

- 21) Role play situations illustrating weak and strong commitments to a task.
- 22) Use puzzles, games, and exercises to illustrate the decision making process.
- 23) Discuss: "Once you make a choice of a job you should stick with it the rest of your life."
- 24) Discuss: "There is only one occupation which is best for any one individual."
- 25) Discuss the kinds of decisions people of varying age groups must make: 5-year-olds, 10-year-olds, 18-year-olds, 25-year-olds, 40-year-olds, 65-year-olds.
- 26) Write an "occupational epitaph" for your tombstone.
- 27) Have students discuss work and the implications it has on leisure time activities.
- 28) Have a committee report on good examples of sources of career information.
- 29) Ask students to assist in developing and maintaining a career resource center.
- 30) Have students stage a "What's My Line" TV show and utilize dress, manner, and speech to illustrate occupational stereotypes.
- 31) Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed.
- 32) Have students study the want ads for the training required for occupations in different interest areas and socio-economic levels.
- 33) The class could list all the jobs for which they think a certain school subject would prepare them. Discuss these choices with subject teacher.
- 34) Debate or discuss: "What is the most important subject in school?"
- 35) Role play and videotape simulated employment interviews that illustrate various personal characteristics that can show up in an interview.
- 36) Have students identify jobs that require geographical mobility, e.g., local firm vs. national firm, small firm vs. chain store, migrating workers, etc.
- 37) Play a "nickname of occupation matching game," for example, cop, greasemonkey, strawboss, leatherneck, saw bones, fragman.
- 38) Have students make a list of words describing "good workers" in various occupations.
- 39) Dramatize several occupations represented by parents of class members or workers whom students might observe in the community.
- 40) Have each student write a theme on "What I Think the Job World Will Be Like When I Am Ready to Work."
- 41) Develop skits portraying ineffective workers.
- 42) Have students spend a day with parents or close friends at their place of employment and report back to the class on the various occupations observed.
- 43) Have students make up cartoons illustrating various attitudes toward work, e.g., "The instinct of workmanship," "Some people can't leave their work behind," "Is the life of ease really the good life?"
- 44) Debate or discuss the subject of whether or not a person must work to be happy or be happy at his work.
- 45) Have the students write a letter of reference for themselves for an imaginary position.
- 46) Ask students to make lists of activities that they define as work, play, and creative leisure. Discuss differences and similarities.

SOURCES OF ADDITIONAL INFORMATION FOR
CAREER AWARENESS OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

Ranch workers

U.S. Department of Agriculture
Washington, D.C. 20250

The Society of Mining Engineers

345 East 47th Street
New York, New York 10017

Dairy workers

U.S. Department of Agriculture
Washington, D.C. 20250

Agricultural Engineering

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, Michigan 49085

Horticulture

American Society of Horticultural Science
P.O. Box 109
St. Joseph, Michigan 49085

Careers in Agronomy

American Society of Agronomy
677 S. Segoe Road
Madison, Wisconsin 53711

BUSINESS AND OFFICE

American Bankers' Association

Personnel Administration and
Management Development Committee
90 Park Avenue
New York, New York 10016

National Association of Accountants

505 Park Avenue
New York, New York 10022

Data Processing Managers' Association

505 Busse Highway
Park Ridge, Illinois 60068

General office clerks

Division of Vocational/Technical Education
Bureau of Adult Vocational and Library Programs
U.S. Office of Education
Washington, D.C. 20202

American Hotel and Motel Association

221 West 57th Street
New York, New York 10019

Post office clerks

Civil Service Commission, or
local post office

Executive secretaries

United Business Schools Association
1730 M Street NW
Washington, D.C. 20036

Shipping and receiving clerks

Division of Vocational/Technical Education
Bureau of Adult Vocational and Library Programs
U.S. Office of Education
Washington, D.C. 20202

Can I Be an Office Worker?

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Michigan 48202

Career Business

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, New York 14614

Invitation to Achievement

American Management Association
135 West 50th Street
New York, New York 10020

How About a Career with Mathematics?

Mathematical Assn. of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Math and Your Career

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

COMMUNICATION AND MEDIA

Commercial artists

National Art Education Association
1201 16th Street NW
Washington, D.C. 20036

Telephone Installation and maintenance

Alliance of Independent Telephone Unions
Room 302, 1422 Chestnut Street
Philadelphia, Pennsylvania 19102

Telephone operators

Alliance of Independent Telephone Unions
Room 302, 1422 Chestnut Street
Philadelphia, Pennsylvania 19102

Reporters, newspaper and television

American Newspaper Publishers' Association
750 3rd Avenue
New York, New York 10017

Newspaper production workers
American Newspaper Publishers' Association
750 3rd Avenue
New York, New York 10017

Career Opportunities in Advertising
Public Affairs
American Association of Advertising Agencies, Inc.
200 Park Avenue
New York, New York 10017

Your Career in Art
Department of Public Information
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, Pa. 19102

An Occupational Guide to Public Relations
Public Relations Society of America, Inc.
845 Third Avenue
New York, N.Y. 10012

Public Relations
Public Relations Society of America, Inc.
845 Third Avenue
New York, N.Y. 10012

Advertising
American Assn. of Advertising Agencies
200 Park Avenue
New York, N.Y. 10017

Why Not be a Technical Writer
Woman's Bureau
Division of Information and Publications
U.S. Department of Labor
Washington, D.C. 20210

Study Guide on Broadcasting

So You're Going on T.V.

The Radio Code

Radio and T.V. Bibliography

Careers in Radio

Careers in T.V.
National Assn. of Broadcasters
1771 N. Street, NW
Washington, D.C. 20036

CONSTRUCTION

Carpenters
Associated General Contractors of America, Inc.
1957 E Street NW
Washington, D.C. 20006

International Brotherhood of Electrical Workers
1200 15th Street NW
Washington, D.C. 20005

Brotherhood of Painters, Decorators, and Paperhangers of America
1925 K Street NW
Washington, D.C. 20006

Bricklayers, Masons, and Plasterers'
International Union of America
815 15th Street NW
Washington, D.C. 20005

National Association of Plumbing, Heating, and Cooling Contractors
1015 20th Street NW
Washington, D.C. 20036

Structural steel/iron workers
Associated General Contractors of America, Inc.
1957 E Street NW
Washington, D.C. 20006

Construction: A Man's Work
Assistant Director of Education
General Building Contractors Association, Inc.
Suite 1212, #2 Penn Center Plaza
Philadelphia, Pa. 19102

Engineering: A Career of Opportunity
National Society of Professional Engineers
2020 K Street, NW
Washington, D.C. 20036

Sources of Career Information on Engineering Technology
Engineers Council for Professional Development
345 E. 47th Street
New York, N.Y. 10017

Is Civil Engineering for You?
American Society of Civil Engineers
345 E. 47th Streets
New York, N.Y. 10017

Associated General Contractors of America, Inc.
1957 E Street NW
Washington, D.C. 20006

American Federation of Labor and Congress of Industrial Organizations
Building and Construction Trades Department
815 16th Street, NW
Washington, D.C. 20006

CONSUMER AND HOME MAKING

Upholsterers' International Union of
North America
1500 North Broad Street
Philadelphia, Pennsylvania 19121

National Society of Interior Designers, Inc.
315 East 62nd Street
New York, New York 10021

Child care - professional babysitters
National Committee on Household Employment
1346 Connecticut Avenue NW
Washington, D.C. 20036

ENVIRONMENT

Society of American Forestry
1010 16th Street NW
Washington, D.C. 20036

American Society of Landscape Architects, Inc.
2013 I Street, NW
Washington, D.C. 20006

The Future is Yours in Parks and Recreation
National Recreation and Park Association
Professional Development Service
1700 Pennsylvania Avenue, NW
Washington, D.C. 20016

A Wildlife Conservation Career For You
The Wildlife Society
Suite S-176
3900 Wisconsin Avenue, NW
Washington, D.C. 20016

In Quest of Environmental Quality
National Sanitation Foundation
2355 W. Stadium Blvd.
Ann Arbor, Mich. 48103

Where the Action Is
National Recreation and Park Assn.
1700 Pennsylvania Avenue, NW
Washington, D.C. 20006

Programs of Training and Education in
Environmental Technology
National Sanitation Foundation
Box 1468
Ann Arbor, Mich. 48106

FINE ARTS AND HUMANITIES

American Federation of Musicians (AFL-CIO)
641 Lexington Avenue
New York, New York 10022

American Guild of Musical Artists
1241 Broadway
New York, New York 10023

Careers in Music
Executive Secretary
National Association of Schools of Music
1424 16 Street NW
Washington, D.C. 20036

HEALTH

Ophthalmologists
Council on Medical Education
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Dentistry - A Changing Profession
Council on Dental Education
American Dental Association
211 E. Chicago Avenue
Chicago, Ill. 60611

Careers in Dental Hygiene
Dental Hygienists Assn.
211 E. Chicago Avenue
Chicago, Ill. 60611

Dental Assistant
American Dental Assistants Assn.
211 E. Chicago Avenue
Chicago, Ill. 60611

See Your Future in Pharmacy
American Pharmaceutical Assn.
2215 Constitution Avenue, NW
Washington, D.C. 20037

Pharmacy
Philadelphia College of Pharmacy and Science
43rd Street
Kingsessing and Woodland Avenue
Philadelphia, Pa. 19104

What is a Pharmacist?
Registry of Medical Technologists
P.O. Box 4782
Chicago, Ill. 60612

Your Career Opportunities in Pharmacy
National Science Teachers Assn.
1201 16th Street, NW
Washington, D.C. 20036

Schools of Nursing
Committee on Nursing Careers
American Nurses' Assn.
10 Columbus Circle
New York, N.Y. 10019

Do You Want to Be a Nurse?
Committee on Nursing Careers
American Nurses' Assn.
10 Columbus Circle
New York, N.Y. 10019

Let's Be Practical About a Nursing Career
Committee on Nursing Careers
American Nurses' Assn.
10 Columbus Circle
New York, N.Y. 10019

American Physical Therapy Association
1740 Broadway
New York, New York 10019

Occupational Therapy Handbook
251 Park Avenue S.
New York, N.Y. 10010

American Society of Radiologic Technologists
645 North Michigan Avenue
Chicago, Illinois 60611

Radiologic Technology
American Society of Radiologic Technologists
645 N. Michigan Avenue
Chicago, Ill. 60611

Careers in the Medical Services of the U.S. Armed Forces
Office of the Assistant Secretary of Defense
Room 30281
The Pentagon
Washington, D.C. 20301

Careers in Physiology
The Physiological Society
9680 Rockville Pike
Bethesda, Md. 20014

Four Futures
Dacowits, Office of the Assistant Secretary
of Defense
Room 30281
The Pentagon
Washington, D.C. 20301

Horizons Unlimited
American Medical Assn.
535 N. Dearborn Street
Chicago, Ill. 60610

Medical Laboratory Careers with a Future
Registry of Medical Technologists
P.O. Box 4781
Chicago, Ill. 60612

Medical Technology
Philadelphia College of Pharmacy
and Science
43rd Street
Kingsessing and Woodland Avenues
Philadelphia, Pa. 19104

What Kind of Career Could I Have In a Medical Laboratory?
Registry of Medical Technologists
P.O. Box 4782
Chicago, Ill. 60612

Your Career Opportunities in Medicine
Pfizer, Inc.
Public Relations Department
235 East 42 Street
New York, New York 10017

Optometry for You
American Optometric Assn., Inc.
7000 Chippewa Street
St. Louis, Missouri 63119

Meeting the Challenge of the Future
College of Pharmaceutical Sciences
Columbia University
115 West 68th Street
New York, New York 10023

The Challenge of Dentistry
American Dental Assn.
Council on Dental Education
211 E. Chicago Avenue
Chicago, Ill. 60611

A Career for You as a Certified Laboratory Assistant
Registry of Medical Technologists
P.O. Box 4872
Chicago, Ill. 60611

Careers in the Medical Laboratory
Registry of Medical Technologists
P.O. Box 4872
Chicago, Ill. 60611

Careers in Physical Therapy
American Physical Therapy
1156 15th Street, NW
Washington, D.C. 20005

HOSPITALITY AND RECREATION

Waiters
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Chefs
Council on Hotel, Restaurant, and
Institutional Education
Statler Hall, Cornell University
Ithaca, New York 14850

Your Career in the Hotel and Motel Industry
The Educational Institute
American Hotel and Motel Association
221 West 57 Street
New York, New York 10019

Dietitians in Demand
Public Relations Director
The American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

Careers in Nutrition
9650 Rockville Pike
Bethesda, Maryland 20814

The Science and Technology of Food
Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, Illinois 60611

Food Technologist
Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

Dietetics: How Sweet It Is
American Dietetic Assn.
620 N. Michigan Avenue
Chicago, Ill. 60611

The Quaker Q and How It Grew
The Quaker Oats Company
P.O. Box 4000
Merchandise Mart Plaza
Chicago, Ill. 60651

Welcome to Kellogg's
The Kellogg Company
Battlecreek, Mich.

MANUFACTURING

Refrigeration Service Engineers' Society
433 North Waller Avenue
Chicago, Illinois 60644

Office machines repairmen
Local office of the State
Employment Service

National Alliance of Television Association
5908 South Troy Street
Chicago, Illinois 60629

The Retail Automotive Business
General Motors Corporation
Public Relations Staff
Room 1
101 GM Building
Detroit, Mich. 48202

Can I Be a Craftsman?
Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Michigan 48202

In Planning Your Future, Look First at the
Retail Automotive business
Public Relations Staff
General Motors Building
3044 West Grand Avenue
Detroit, Michigan 48202

The Golden Touch
Director of Affiliate Services
Retail Jewelers of America
1025 Vermont Avenue, NW
Washington, D.C. 20005

MARINE SCIENCE

Career Booklets Dealing With the Earth Sciences
American Geological Institute
2201 M Street, NW
Washington, D.C. 20037

Biology and Your Career
U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

MARKETING AND DISTRIBUTION

Store managers, food products
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Salesmen, wholesale food brokers
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

National Association of Insurance Agencies, Inc.
96 Fulton Street
New York, New York 10033

Careers in Retailing
Public Relations Department
Rochester Institute of Technology
Box 2404
Rochester, N.Y. 14614

Purchasing as a Career
National Association of Purchasing Management, Inc.
11 Park Place
New York, N.Y.

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, Illinois 60611

American Association of Advertising Agencies
200 Park Avenue
New York, New York 10017

PERSONAL SERVICES

National Hairdressers and Cosmetologists' Association
175 5th Avenue
New York, New York 10010

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wisconsin 53203

Associated Master Barbers and Beauticians of America
219 Greenwich Road, P.O. Box 17782
Charlotte, North Carolina 28211

National Committee on Household Management
1346 Connecticut Avenue, NW
Washington, D.C. 20036

PUBLIC SERVICES

International Association of Chiefs of Police
1319 18th Street NW
Washington, D.C. 20036

International Association of Fire Fighters
905 16th Street NW
Washington, D.C. 20006

American Bar Association
1155 East 60th Street
Chicago, Illinois 60637

American Federation of Teachers
716 North Rush Street
Chicago, Illinois 60611

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Careers in Fire Protection Engineering
Society of Fire Protection Engineers
60 Batterymarch Street
Boston, Massachusetts 02110

Invitation to Teaching
Association for Childhood Education
International
3615 Wisconsin Avenue, NW
Washington, D.C. 20016

Careers in Community Relations Work
B'nai B'rith Vocational Service
1640 Rhode Island Avenue, NW
Washington, D.C. 20036

Careers in the Criminal Justice System
The National Council on Crime and
Delinquency
NCCD Center
Paramus, N.J. 07652

TRANSPORTATION

Independent Garage Owners of America, Inc.
624 South Michigan Avenue
Chicago, Illinois 60605

Heavy equipment operators
Associated General Operators of America, Inc.
1957 E Street NW
Washington, D.C. 20006

Service station operators
Local office of the State
Employment Service

American Trucking Association
1616 P Street NW
Washington, D.C. 20036

Aircraft mechanics
Personnel Office, Federal Aviation Administration
5641 W. Manchester Avenue
Box 90007, Airport Station
Los Angeles, California 90009

Airline stewardesses
Personnel Office, Federal Aviation Administration
5641 W. Manchester Avenue
Box 90007, Airport Station
Los Angeles, California 90009

Airline Pilots' Association, International
1329 E Street NW
Washington, D.C. 20004

Aircraft Controllers
Personnel Office, Federal Aviation Administration
5641 W. Manchester Avenue
Box 90007, Airport Station
Los Angeles, California 90009

TRANSPORTATION MODES AND FACILITIES

Opportunities in the Trucking Industry
Education Section
Public Relations Department
American Trucking Association, Inc.
1616 P Street, NW
Washington, D.C. 20036

Your Career With the Airlines
Air Transport Association of America
1000 Connecticut Avenue, NW
Washington, D.C. 20036

ACOUSTIFONE CORPORATION

15 Career Exploration Cassettes and
Filmstrips (grades 5-12)

CHRONICLE GUIDANCE PUBLICATIONS

Student Game Books Introducing
36 Occupations

CORONET FILMS

Filmstrips: Business Organization
Consumer at Large
Jobs in Health Service
Jobs in Printing
Safety Practices in the Shop
Shop Measuring Instruments

COMPLULEARN, INC.

Career Education Program Kit (Elementary)

CREATIVE EDUCATION SYSTEMS

"Youth Dynamics" - A Multimedia
Approach to Self-Development

CRESTWOOD HOUSE

Early Career Books

CURRENT AFFAIRS

Choosing a College Kit (grades 7-12)
Choosing a Vocation Kit (grades 7-12)

DILLON PRESS, INC.

11 books "Looking Forward to a Career"
(grades 5-9)

EDUCATION CORPORATION OF AMERICA

Career Kit (12 cassettes)

EDUCATIONAL AUDIOVISUAL

Selling: A Good Way to Earn a Living Kit

FOLLETT

6 Booklets "Guidance Series" (grades 4-6)

FRANKLIN WATTS, INC.

Career Awareness, Investigation and Choice
and Preparation Books

HOUGHTON MIFFLIN

Appraisal of Occupational Aptitudes
Business Careers Kit
Career Education Program
Career Exploratory Kit
Career Planning & Exploration
Daily Vocational Tests
Desk Top Career Kit
Guidance Monograph Series
Health Career Kit
Industrial Careers Kit
Office Information and Skills
Professional Careers Kit
Science Careers Kit
Semi-Skilled Careers Kit
Work Values Inventory

KING FEATURES

Career Awareness Comics, Starring
Popeye the Sailor (Elementary)

KNOWLEDGE AID

"What's It Like?" - 24 cassettes (grades 6-12)

OIDMAN, LTD.

Thirty Awareness Filmstrips

PENNANT EDUCATIONAL MATERIALS

Valuing Material (games)

RANDOM HOUSE

Career Filmstrips - Career Education Program

SILVER BURDETT

Career Education Resource Guide

SRA

- Career Information Kit (grades 9-adult)
- Focus on Self-development Kit (grades 4-8)
- Guidance Series Booklets
- Job Experience Kits (grades 8-11)
- 20 Job Family Series Booklets (grades 7-adult)
- Junior Guidance Series Booklets
- Keys Career Exploration
- Math Applications Kit
- News Lab
- Occupational Exploration Kit (grades 8-12)
- Our Working World Series Books
- Widening Occupational Roles Kit (grades 6-9)
- Career Education Program (grades 6-12)

SVE

- Filmstrips: Foundations for Occupational Planning
Getting Your Money's Worth
Industry in the 20th Century
Job Opportunities
The Newspaper in America
Vocational Decisions

TAYLOR TEACHING TAPES

- American Occupations
Choosing a Profession

T-CUBE CORPORATION

- 100 Careers in Sound and Color (color slides accompanied by a 2-minute narration)

THE AMERICAN TAPE LIBRARY

- This is my Work (50 cassette tapes, averaging 40 minutes each)

THE MIT PRESS

- Yellow Pages of Learning Resources (Elementary)

WESTINGHOUSE LEARNING PRESS

- Career Awareness Filmstrips with cassettes/records